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ABSTRACT

This report describes a study of the planning, development, and implementation of the first 61 Chapter 1 schoolwide projects established in 1989 in the Philadelphia (Pennsylvania) School District, and presents case studies of 6 of those schools. Schools in which 75 percent or more of the students are from low-income families can choose to spend their Chapter 1 funds on schoolwide projects that upgrade the entire school program. The schoolwide interventions feature key components such as staff development for principals and teachers, redefined roles and functions of Chapter 1 funded personnel, and a focus on the instructional process. This report focuses on project sites in Annapolis (Maryland), Cleveland (Ohio), Fresno (California), Philadelphia (Pennsylvania), Racine (Wisconsin), and St. Petersburg (Florida). The following six sections are provided: (1) introduction; (2) methodology; (3) historical context; (4) school district framework; (5) schoolwide project interventions; and (6) descriptions of selected cases (including context, principal's story, schoolwide project intervention, staff perceptions, sources of classroom support and coordination, sources of pupil support and recognition, student outcomes, average daily attendance data, reading scale scores, data on cohorts of students in school in 1986-1990, and reading and mathematics gains). These schools continue to be plagued with problems that are characteristic of urban schools; yet, they are working to change the nature of teaching and learning in these settings. For real program success, significant technical and financial support must be continued. Included are 12 graphs, 16 tables, and 1 flowchart. (JB)

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U.S. DEPARTMENT OF EDUCATION
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The Center

The mission of the Center for Research on Effective Schooling for Disadvantaged Students (CDS) is to significantly improve the education of disadvantaged students at each level of schooling through new knowledge and practices produced by thorough scientific study and evaluation. The Center conducts its research in four program areas: The Early and Elementary Education Program, The Middle Grades and High Schools Program, the Language Minority Program, and the School, Family, and Community Connections Program.

The Early and Elementary Education Program

This program is working to develop, evaluate, and disseminate instructional programs capable of bringing disadvantaged students to high levels of achievement, particularly in the fundamental areas of reading, writing, and mathematics. The goal is to expand the range of effective alternatives which schools may use under Chapter 1 and other compensatory education funding and to study issues of direct relevance to federal, state, and local policy on education of disadvantaged students.

The Middle Grades and High Schools Program

This program is conducting research syntheses, survey analyses, and field studies in middle and high schools. The three types of projects move from basic research to useful practice. Syntheses compile and analyze existing knowledge about effective education of disadvantaged students. Survey analyses identify and describe current programs, practices, and trends in middle and high schools, and allow studies of their effects. Field studies are conducted in collaboration with school staffs to develop and evaluate effective programs and practices.

The Language Minority Program

This program represents a collaborative effort. The University of California at Santa Barbara is focusing on the education of Mexican-American students in California and Texas; studies of dropout among children of recent immigrants have been conducted in San Diego and Miami by Johns Hopkins, and evaluations of learning strategies in schools serving Navajo Indians have been conducted by the University of Northern Arizona. The goal of the program is to identify, develop, and evaluate effective programs for disadvantaged Hispanic, American Indian, Southeast Asian, and other language minority children.

The School, Family, and Community Connections Program

This program is focusing on the key connections between schools and families and between schools and communities to build better educational programs for disadvantaged children and youth. Initial work is seeking to provide a research base concerning the most effective ways for schools to interact with and assist parents of disadvantaged students and interact with the community to produce effective community involvement.

Abstract

Schools in which 75% or more of students are from low-income families can choose to spend their Chapter 1 funds on schoolwide projects -- that is, projects that upgrade the entire school program. Approximately half of the elementary schools in the Philadelphia School District are now schoolwide project sites. This study examines the planning, development, and implementation of the first 61 sites established through 1989, and provides case studies of six of those schools that describe the interventions implemented in each and present descriptive statistics on student attendance and achievement in reading and math.

Acknowledgments

We would like to thank The School District of Philadelphia, particularly Perry Robinson, Coordinator of Schoolwide Projects; Katherine Conner, Program Manager of Priority One in the Office of Instruction; Dr. Steven Davidoff in the Office of Accountability and Assessment; and the Instructional Interventionist in each subdistrict for their cooperation in conducting this study. A special thanks to all of the principals and teachers in the sample schools who allowed us to visit and observe in their schools and classrooms.

Introduction

This study describes the interventions that schools are undertaking as schoolwide projects in the Philadelphia School District. The interventions feature a basic framework that includes key components -- such as staff development for principals and teachers, redefined roles and functions of Chapter 1 funded personnel, and a focus on the instructional process (Winfield, 1990) -- which are heavily influenced by district-level policies. This report describes policies and practices in schoolwide project sites in six sections: 1) introduction 2) methodology, 3) historical context, 4) school district framework, 5) schoolwide project interventions and 6) descriptions of selected cases.

Evaluations of Chapter 1 (formerly Title I) programs have generally failed to find substantial long term achievement effects for students receiving services (Carter, 1984). Recent studies suggest that students who receive Chapter 1 services attain larger increases on standardized achievement tests than comparable students who do not, but these gains do not move them substantially toward the achievement of more advantaged students (Kennedy, Birman, Demaline, 1986). The variability of program effects is due in part to methodological differences, but is also due to variation in the actual educational program and implementation (Winfield, 1986).

Chapter 1 is a funding program that provides supplemental services to the regular school program. The typical mode of delivery of instructional services has been to pull Chapter 1 students out of their regular classrooms for separate instruction. Previous research has documented the disruptive impact of pullouts, the waste of materials and time trying to keep non-eligible children from benefiting from Chapter 1 services, and the limitations on use of effective programs imposed by the principle that only test-eligible children may be served (Glass & Smith, 1977; Leinhardt & Bickel, 1988; Allington & Johnston, 1989).

Additional problems occur when special education enters the equation (Birman, 1981). The focus on remediating sub-populations rather than improving the effectiveness of the entire school has kept Chapter 1 from achieving its full potential, especially in schools that serve large numbers of disadvantaged students.

Recognition of many of these problems led to the recent approval of revised federal regulations which allow the use of Chapter 1 funding for schoolwide projects designed to upgrade the entire school program of "disadvantaged" students. Prior to 1988, the law permitted local districts to conduct schoolwide Chapter 1 programs in schools where 75% or more of students were from low income families, *if* the LEA provided matching funds. The Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 removed the matching fund requirement and included a provision for program improvement (P.L. 100-297, enacted April, 1988).

This provision, which includes specific regulations regarding pupil performance over time, school-level improvement, and the responsibility of the LEA and SEA in bringing about change, has the potential to improve the schooling and achievement of large numbers of disadvantaged students. The long term goal is to upgrade the entire school program in order to impact historically low patterns of achievement. In schoolwide project (SWP) sites, the act permits schools considerable flexibility in designing programs to meet the needs of students, in using resources, and in defining pupil outcomes. But schools are held accountable for improving the achievement of these students. After three years of being a schoolwide project, schools must show that Chapter 1 eligible students have an average achievement gain comparable to other students in the school/district.

Since the passage of the P.L. 100-297 the number of schoolwide projects nationwide has more than tripled, from 180 in 1988 to 664 in 1989 (Report of the Subcommittee on Elementary, Secondary & Vocational Education of the Committee on Education and Labor, U. S. House of Representatives, 1990). The School District of Philadelphia currently has about 10% of all schoolwide projects nationwide and thus represents a naturally occurring laboratory for studies of implementation.

The descriptions of sample schools in various stages of implementing Chapter 1 schoolwide projects provide a snapshot of urban schools that are attempting to change the fragmented service delivery typically provided to disadvantaged students in Chapter 1 programs. Because of the high concentration of poverty and urban location, many schools are plagued by staff vacancies, operating budget cuts due to declining enrollments, and high student mobility. Moreover, as in many large urban school districts, numerous other categorically-funded programs with specific guidelines and regulations are targeted toward low achieving students. Thus, one of the challenges for Schoolwide Projects (SWP) intervention is to incorporate, integrate, and coordinate these programs in the school to provide an appropriate and intensive "treatment" to low achieving students. Schools that have received additional resources from a categorically funded program typically do not give them up but continue to add layers. In spite of these difficulties, initial analyses of schoolwide project sites have provided evidence of substantial improvement in achievement in reading and math (Lytle & Davidoff, 1989; Winfield, 1990).

Methodology

Case study methods (Yin, 1989) were used to investigate school and district level changes. Between July 1989 and July 1990, the principal investigator conducted one- to two-day site visits in 11 schoolwide project schools, and conducted semi-structured interviews with the principal, at least one grade-level teacher, key members of the leadership team, and a parent participating in a school activity. One leadership team or pupil support committee meeting in each school was observed, as were at least two classrooms that served large numbers of Chapter 1 eligible students.

A second CDS staff member interviewed and observed in three school sites, attended leadership meetings, and provided a cross-check on data collection.

The research team analyzed the content of school documents such as the schoolwide project proposals, school improvement plans, meeting agendas, and newsletters. A content analysis of the proposals of the 61 current schoolwide project sites was conducted to determine the proportion of school level interventions of various types.

In addition, at the central and district level, the principal investigator attended 14 staff meetings of SWP personnel, six staff development sessions provided to principals and key support persons, a review meeting for a new SWP proposal, and six central office sessions related to Chapter 1 schoolwide projects.

Sample schools were selected to reflect variation in instructional framework, length of time as a schoolwide project site, principal background, and school size. All but two of the total of 13 sample schools include kindergarten through 5th grade. The demographic characteristics of the sample schools are shown in Table 1.

A content analysis of the 61 SWP proposals indicated that the sample schools are fairly representative in terms of how schools are using funds and deploying personnel within SWP sites. A summary of these results are presented in Table 2.

Insert Tables 1 and 2 about here

Context

In the Philadelphia School District, the Chapter 1 Program serves schools that have the lowest academic achievement and the greatest concentration of students from low-income families. A total of 162 schools receive Chapter 1 funding and serve more than 50,000 students. The school district receives approximately $50 million from Chapter 1 funds annually. An examination of impact over a twenty-two year period showed marginal levels of improvement in student performance (Lytle & Davidoff 1988). A report issued by the district called for a reexamination of all Chapter 1 service models.

Since 1983, Constance Clayton, the superintendent of schools, has directed various initiatives to improve the achievement of students in Chapter 1 schools. Dr. Clayton has been described as a "tough, no-nonsense administrator who manages a $1 billion budget, insists on discipline and accountability, and puts the education of children ahead of everything else. She thinks nothing of requesting computer printouts so she can review the midterm grades of all 12,000 freshmen in the city's comprehensive high schools" (Harrington-Lueker, 1990, p. 13-14).

One of her initiatives targeted the improvement of 26 Chapter 1 schools over a 3-year period beginning in 1983. Private foundation and Chapter 1 funds supported a school-based planning and implementation process known as "Replicating Success." The objective was to replicate research-based findings related to effective schools.

Replicating Success allowed schools some flexibility in deciding how to improve student achievement; however, the district required that each school's plan incorporate 1) use of the standardized curriculum in all areas, 2) monitoring of student performance in all areas, 3) use of strategies to support students' self-image, 4) training of staff and administrators, and 5) a parent component.

The model for all schools included a School Improvement Council comprised of administrators, teachers, parents, a cadre of school-based parent scholars, and a facilitator[1]. Each school was provided the services of a central office facilitator approximately two days per week whose primary function was to support the implementation process at the school and classroom levels.

After two years school district administrators realized that targeted schools needed additional resources in order to change the historical patterns of low student achievement. The school district provided the twenty-six sites with a total of thirty extra teachers to create full-day kindergartens, eliminate split grade classes and/or reduce class size. The district also assigned twenty-four auxiliary substitutes to the schools.

The "Replicating Success" program became subsumed under the Superintendent's "Priority One" initiative in 1985-86, which was designed to focus the assistance of the Central Office on the schools most in need. Dr. Clayton's concern for student learning was expressed in six premises in her mission statement concerning the neediest schools in the district:

Premise 1. Virtually all of our students are capable of learning grade level material to the level of mastery.

High expectations on the part of all educators and parents is the first step in school improvement. These expectations become expressed in the behaviors of individuals, and in the policies and programs of the institutions.

Premise 2. The primary purpose of schooling is teaching and learning. A school district must be prepared to answer "yes" to the question: "Is this school community prepared to change patterns and practices that do not currently serve this goal?"

Premise 3. The basis for assessing school effectiveness is in terms of student outcomes. Districts must determine which outcomes they care most about. Evaluation must identify what will be monitored as well as whether or not anticipated outcomes are being achieved.

Premise 4: The way in which the local school district assesses student outcomes accurately represents the educational outcomes that the school or district cares most about.

Premise 5: An effective school is able to demonstrate both quality and equity in its program outcomes.

In effective schools, the level of achievement must be high enough to signify acceptable mastery of the curriculum. This constitutes quality. The distribution of that level of achievement must not vary across the student population. To cite Edmonds (1979) a district must be able to bring all children, regardless of race or socioeconomic status, to those minimal masteries of basic skills that are used to describe minimally successful pupil performance of the middle class. This constitutes equity.

Premise 6: Quality and equity are achieved and maintained only when the school improvement effort has been designed to monitor benefits for all students. Local districts, indeed individual schools, must select and structure their outcome measures and performance indicators so that both quality and equity may be monitored.

Under the "Priority One" initiative, the district took advantage of the Schoolwide Projects provisions of revised federal Chapter 1 legislation. For the 1986-87 school year, the Philadelphia School District designated eleven Chapter 1 schools as schoolwide projects, and paid the matching share then required for non-eligible students who were receiving services. Beginning in 1987, a Chapter 1 task force brought together principals, teachers, and central office budget, instruction, and assessment personnel and charged them with developing a comprehensive compensatory program that would improve student achievement . They proposed a two year total restructuring of the Chapter 1 program in the Priority 1 schools.

One of the twenty-four recommendations made was that the number of schoolwide project sites be substantially increased. When the Federal Chapter 1 guidelines were changed in 1988, the School District rapidly expanded the Schoolwide Projects program. In addition to the original 11 sites, twenty-six schools were added in 1987-88, twenty-four more in 1988-89, and 30 in 1990-91. Approximately half of the elementary schools in the Philadelphia School District are now schoolwide project sites. This report is based on data concerning the first 61 established through 1989.

Central Office and District Level Involvement

The Central office selected the original eleven SWP schools because of low student achievement. In subsequent expansions, however, the process has been voluntary. During orientation meetings, the central office informed prospective principals and teachers from schools meeting the 75% low income criterion of the costs and benefits of program participation (Lytle, Davidoff, Pierson, Kemp & Herron, 1990). A central staff committee selected schools from among those volunteering to be SWP sites, based on need and the capacity of the central and area superintendent to provide support.

In the first year (1987), district staff met with each school's staff and principals in an "awareness and orientation phase" a year before becoming schoolwide to assess needs and prepare for changes in how they traditionally deliver services to Chapter 1 students. However, because of the rapid expansion of school-wide projects, the time schedule was then considerably shortened.

Instructional interventionists (a newly created district level position), the individuals who work directly with new SWP principals, describe the process of becoming an SWP

site as very labor intensive. One of these individuals said:

> "It takes continual encouragement, prodding, coaching of principals and teachers. They have to make informed decisions based on student needs, re-deploy staff, and justify budget requests, where before they received a Chapter 1 reading teacher or a Chapter 1 lab and just followed the regulations."

There is also evidence that SWP staff carefully consider and monitor school level implementation. For example, at a staff development meeting with principals, SWP staff provided principals assistance with and explanations for "high priority tasks" that had to be accomplished for successful implementation. The tasks included the development of a master calendar, support for new teachers, and getting a working school-based management team.

SWP staff complete a program implementation checklist which indicates whether positions have been filled and instructional materials and program support services received. This information is compiled and reviewed by an individual who has direct and daily contact with principals in SWP sites and whose primary function is to obtain resources for schools and direct the implementation process.

Several Central and District SWP staff have also emphasized the issue of teacher recruitment. One individual said: "Because of their locations, vacancies in SWP sites are particularly difficult to fill. Sometimes we have to take a warm body."

During recruitment season, when teachers are selecting schools, some SWP staff set up booths downtown to promote the advantages of teaching in a schoolwide project site. One said: "We try to talk about the benefits of being able to participate in school decisions, the additional resources, and staff commitment to student learning; however, teachers select schools in better neighborhoods, close to home." Several district personnel indicated that serious efforts were made not to place "forced transfers" (teachers rated unsatisfactory) in SWP sites: ". however, we have to follow union regulations."

The School district's approach to implementing schoolwide projects is based on five basic principles:

1. *Whole school approach* — Supports student success in the daily program, provides special support for students who require it, and draws on the research on effective schools.

2. *School-based management* — The district provides Chapter 1 funds to each school as a block grant (averaging about $250,000-$300,000 or $900/pupil). The school staff and parents determine the nature of the intervention, attending to contractual requirements and program guidelines.

3. *Concentration of resources* — The school district commits funds from both Chapter 1 and operating budget beyond minimums, in some cases.

4. *Monitoring student progress* — Ongoing monitoring of individual student, class, and school performance is essential to program implementation. Particular attention is given to those students targeted for intensive services (e.g., students attending the neediest schools) and those who would be designated as Chapter 1 eligible should they attend a non-schoolwide project. The emphasis is on prevention rather than remediation.

5. *District-based support* — The subdistrict and central office offer parent and staff training on an "as requested" basis and attend ongoing leadership team meetings with principals and key staff. They also review and monitor school improvement plans. Support staff function as "change agents," "facilitators," "coordinators," and "expediters" to ensure the operation of an effective school-based program.

Central personnel exert considerable effort in redefining traditional roles of Chapter 1 personnel at the school and district level in support of these five principles. The district couples this with a focus on staff development in four instructional frameworks from which SWP sites can select. The manager of SWP sites said, "We had to create a whole new incentive system for how teachers and schools deal with Chapter 1 students. It's difficult to get folks away from pulling kids out and doing their own thing when that's what they've done for years and it's OK. In our staff development, we try to emphasize collaboration and co-teaching models and make sure principals and teachers understand this concept of 'teacher of record' where the teacher who's providing the reading instruction is responsible for monitoring, grading, testing and assisting that youngster in reading. Same thing for math."

Redefinition of Roles to Facilitate School Change

Effective school-based planning and site-based management are not easily carried out. Principals and teachers require continual coaching, encouragement, admonishing, recognition, and incentives to "buy into" the process and implement an intervention schoolwide. Principals and teachers have traditionally selected instructional materials and made decisions about a particular program or focus. Few, however, have been involved with making decisions that affect the whole school, where a consensus on allocation and deployment of personnel and budget must be reached.

In the Philadelphia School District, specialized SWP personnel provide the services of internal change agents. They received training in group dynamics, staff development, peer coaching, and change implementation.

The manager in charge of overseeing SWP operations at the Central level (now retired) was a former principal who "turned around" the low achievement levels of youngsters in a school in one of the toughest Philadelphia neighborhoods. He had the respect of his peers and superiors *and* the practical experience of shared decision-making and implementation of school based change.

At the District level, the Instructional Interventionist (a supervisor level position) is the liaison between the District and the SWP schools. The responsibilities of the Instructional Interventionist include participating in principal-led monthly leadership team meetings in each school in the district; organizing ongoing staff development and cross-school sharing for principals and staff; coordinating, directing, and providing staff development for Instructional Support Teachers; coordinating services provided to the school by the District Instructional Resource Team of curriculum supervisors; providing assistance to the principal in arriving at a workable plan and ensuring that all materials and supplies purchased with Chapter 1 funds correlate with the school's plans. In addition, the Instructional Interventionists assist in recruiting, selecting, and training specialized SWP teachers.

The Instructional Support Teacher (a teacher-level position) is district-based; each Instructional Support Teacher (IST) was responsible for overseeing two Schoolwide Project sites until the 1990-1991 school year; now each has 3-4 sites. The IST works with principals and school personnel as a "troubleshooter" and an implementation "coach."

For example, the IST at School A provided teacher training in computer lab use for writing and math instruction, a focus of this particular school's plan. There was a shortage of trained computer teachers and a vacancy at this particular school. Rather than leave the computer lab unused, this IST

volunteered to conduct the training in addition to other duties.

The Program Support Teacher (a teacher-level position) is based at the school and selected by the principal from the school staff. The Program Support teachers, well-respected by peers, are typically considered "master" or "mentor" teachers. They instruct students 90 minutes a day and spend the rest of their time working directly with the principal, new teachers, and other staff in implementing the schoolwide plan. They monitor student progress, participate in leadership team meetings and pupil support committee meetings, and conduct on-site staff development. A copy of the job announcement and a flyer to principals giving suggestions for hiring this person is shown in the Appendix.

The School-Community Coordinator (a community-based position) is responsible for implementing schoolwide strategies to improve student attendance and parent involvement. These coordinators implement a daily system to identify absent students and initiate immediate contact with the student's home. They assist in recruitment of Community Assistants -- parents who work in classrooms and receive a small stipend. They help identify workshop topics and resources for parents and develop new ways to involve parents in the school.

Additional support for parent involvement is provided by specialized personnel. A Parent Trainer assists with the recruitment and training of Community Assistants during regular visits to seven SWP sites, and a Home Demonstrator makes home visits to assist parents in helping youngsters with homework and school-based instruction.

The specialized positions create a dynamic system in which individuals can move up and new talent from the teaching ranks is constantly being recruited as openings occur. During the course of one year, two of the seven Instructional Interventionists became building principals, two Instructional Support Teachers moved to fill those positions, and two Program Support Teachers moved into the IST positions.

Although SWP sites are free to decide how Chapter 1 funds will be used, the district requires that all sites must include at least one program Support Teacher, one School Community Coordinator, a cadre of Community Assistants, and 10 hours of paid staff development. An organizational diagram of key components is shown in Figure 1.

Insert Figure 1 about here

Instructional Frameworks

A recommendation of the Chapter 1 task force report was that SWP schools be allowed to select from a group of specific research-based models for improving classroom learning. Staff from the central and district offices developed instructional frameworks for enhancing schoolwide instruction in each SWP site. The models -- "Creating Success," "Teaching Thinking," "Integrating Basic Skills Across the Curriculum," and "Effective Instruction" -- include components from research on effective schools, such as high expectations, monitoring, positive school climate, and team work. Models also include classroom-based strategies such as cooperative learning, active teaching and learning, and effective lessons.

While developing the models for successful schools, central staff members found that several common factors needed to be included; thus the frameworks contain considerable overlap. For example, the "Effective Instruction" is adapted from the Madeline Hunter 7-step lesson plan, but also emphasizes high expectations and teacher behaviors. Components of "Creating Success" include active teaching/learning strategies and high expectations, as well as a focus on student self-esteem. Two of the frameworks -- effective instruction, and teaching thinking -- appear to be the most specific and targeted in their focus. A listing

of key classroom strategies within each framework is presented in Table 3.

Insert Table 3 about here

The staff in each SWP decide which framework to adopt, and district office personnel provide staff development on Saturday and after school. Attendance is voluntary on the part of school staffs; however, teachers receive compensation.

In some cases, schools that had previously targeted a focus area in their own improvement plans (e.g., higher order thinking skills) selected a corresponding model (e.g., "teaching thinking"). Some schools selected one model and then switched after a year; others kept the model initially selected. What is most important about the frameworks is that 1) they provide a mechanism that allows SWP sites to build school wide consensus and commitment among staff, and 2) they incorporate an overall instructional focus that influences the nature of teaching and learning in SWP schools.

The particular instructional model selected is not as important as allowing principals and teachers to select and adapt a framework that meets <u>their</u> school's needs. In several schools, the framework provided the staff with a "common language" about students and instruction. The staff development required to achieve this status is critical to ensuring site-based management and greater participation of teachers. For example, a flyer sent out to teachers in each SWP school read:

School Site Staff Development Sessions

The following is a list of the sessions that are being offered for on-site staff development. Each session is one hour long. Provisions have been made for six hours of paid staff development on-site.

*The sessions marked * are must-do sessions. We believe that these sessions are an integral part of the program and should be included in the on-site schedule.*

Each site should schedule the four must-do sessions and choose two additional sessions. If you are a Schoolwide Project School, you may want to use your SWP staff development hours to schedule any additional sessions.

**High Expectations*
**Planning and Implementing Effective Lessons*
**Instructional Strategies/Teaching to the Objective*
**Direct Instruction/Higher Order Thinking*
Classroom Management
Diagnosing Student Mastery -- Prerequisite Skills
Using Curriculum Webs and Math Roll Sheets
Cooperative Learning/Learning Alternatives

Proposal Development and Review

The staff at each school is required to develop an SWP proposal explaining how their school will spend Chapter 1 funds and how the proposal will affect the whole school instructional program. The proposal for each school must contain a list of the participants included in the planning process; the number of Chapter 1 funded full and part-time personnel; results of needs assessment in reading, math, social studies and science; content area objectives and progress indicators; measurable objectives for attendance and parental involvement; a narrative description of the instructional program; a description of Chapter 1 program activities detailing grades served, sessions per week, length of sessions, location, staff/pupil ratio, and method of instruction; special procedures for each designated Chapter 1 funded position; dates and topics for parental involvement activities; proposed activities of pupil support committee;

activities for increasing attendance, and a schedule of topics by content area for staff development.

During the review meeting for new SWP proposals, principals presented and defended their proposed plan to a committee composed of the district superintendent, the manager of SWP, the Instructional Interventionist, a member of the District Instructional Team, and two people from the budget office. The questions raised during the discussion focused not only on allocation of funds, but also on what the impact of proposed staffing plans would be on student outcomes.

For example, the manager said to one principal: "You've proposed adding an additional reading teacher which gives you four different individuals potentially duplicating each others' efforts and tripping over one another .... How will each be used, with what students ... in what capacity?" To another principal: "You've included a transition class for first grade .... They have their own selection criteria, personnel and use DISTAR. What basal series do you use? What I'm getting at is what's going to happen to these kids when they leave that transition class? .... I'm biased, but these students need additional experiences with language besides DISTAR ... strategies for doing that have to be articulated in your SWP plan .... We're talking about instruction schoolwide ... not just specific programs."

Range of designs

The SWP sites used their Chapter 1 funds in a variety of ways. One site used funds to extend the school year by 22 days. All of the schools established an additional teaching position to lower the teacher-student ratio during math and reading instruction; half reduced class size in classes with the lowest achieving students.

Fifteen percent funded full day kindergartens with Chapter 1 funds. Eighty percent of the schools established an existing first grade transition class for students with no kindergarten experience or students who had been retained. In the second or third years of implementation, the staff in many of the schools decided to purchase such materials as science kits, math manipulatives, and classroom literature libraries.

In more than half of the SWP sites, the additional teaching position eliminated split grade classes. The predominant strategy adopted by those schools was to provide instruction to students within the classroom and minimize "pull-out."

In some schools, the program support teacher, SWP reading and/or math resource specialist, and basic skills teacher provided the entire lesson to the whole class on a scheduled basis. In other schools, these persons co-taught with the regular teacher, and in others the support personnel provided instruction to small groups in the classroom. Examples of staffing patterns and strategies selected by schools are shown in Table 4.

Insert Table 4 about here

Program Designs

The specific program designs developed by schoolwide project sites in reading and math also varied widely. In reading, they included:

- Use of a Chapter 1 funded reading teacher (and/or the operating budget reading teacher and/or the program support teacher) to teach one or more reading groups for 45 minutes daily. This reduces class size and increases direct instruction during reading. The teacher who provides the instruction becomes the "teacher of record" for the student and is responsible for monitoring the student's progress and providing the grade.

- Using the reading teacher for daily twenty-minute tutoring sessions for students not succeeding in the daily program. The instruction is based entirely on the classroom program.

Almost all of the SWP sites have included an Elementary Mathematics Resource Teacher (EMRT) in their program. This person generally teaches three to four periods per day, with a period set aside for co-planning, conducting parent workshops, monitoring student progress, providing demonstration lessons, and ordering and dispensing materials. The models under which the EMRT or Program Support Teacher (PST) provides instruction are:

1) Pullout model. The EMRT or PST works on grade level instruction with target groups -- two to five times per week, not during math time.

2) The EMRT or PST co-teaches with target classes or grades during math time two to five times per week. Models vary. Groups switch on either a daily basis or after half-hour intervals, with the EMRT providing support to the teacher's direct math lesson.

3) The EMRT or PST functions as the Teacher of Record five days a week to alleviate split classes.

4) The EMRT or PST functions as the Teacher of Record five days a week to reduce teacher pupil ratio.

5) The EMRT provides manipulative/math lab support in the form of demonstration lessons in the math room, with the classroom teacher in attendance, for every class in the school once a week.

6) Supportive model. The EMRT or PST acts as demonstration teacher, coach, or small-group instructor during math time in designated classes or for designated teachers (usually new teachers or subs) for designated periods of time.

7) Team-teaching model. During math time the EMRT either works with small groups in the classroom or takes them to math lab, teaches the lesson to the entire class on a rotating basis with the classroom teacher, or provides guided practice during the lesson.

8) The EMRT acts as a computer lab teacher, providing instruction in computer literacy, BASIC, LOGO, and math remediation.

9) Diagnostic/Prescriptive Model. Pretests are administered in targeted classes before each strand. Remediation by the EMRT or PST occurs in a combination of pullout and in-class support.

10) Reduced Class Size/Alternative Classes. Many schoolwide project sites created small classes (15-20) for students with special needs in which the EMRT or PST is the Teacher of Record. Such classes include first graders with no previous school experience or older students who were promoted despite not meeting criteria due to an earlier retention. This has the effect of targeting special resources for these students and reducing class size in other classes.

Selected Case Studies

The guidelines and frameworks developed by the Central District and Subdistrict Office personnel provide a lens through which to examine school-based changes. Individual schools uniquely adapt, negotiate, and co-opt central and district top-down frameworks. As the central office SWP manager often said, "We're trying to get a whole school system to change ... trying to model sharing decision making and empowering staff...."

The following descriptions of schools involved in Schoolwide Project intervention provide a snapshot of current conditions. For each school, we also present descriptive statistics on student outcomes. We first present average daily attendance for the school between 1982-83 and 1989-90. Next we present reading achievement scale scores for all students by grade from 1986-1990, for cohorts of students across time. Finally, we

present reading and math NCE gains for students who would be eligible for Chapter 1 services within each school site (test scores below the 40th National Percentile).

Reading achievement outcome data were obtained from a longitudinal matched file of student test scores. Students who had been retained in grade were not included in the school average or schoolwide project composite. Standardized reading scale scores were used to describe growth over time.

For comparison purposes, we used the average scale scores for students in a sample of schools (N=60) which met the eligibility requirements (at least 75% of students on free lunch) in 1986 or shortly thereafter (Winfield & Hawkins, 1992).

Case 1 School

Context

Case 1 School, an Art Deco structure built in 1927, serves 1,074 African American students in kindergarten through 5th grade. The total staff numbers 55, including 40 classroom teachers -- 68% African American and 93% female. The extremely poor neighborhood is characterized by urban blight and decay: the streets are sprinkled with litter and broken crack vials, and abound with boarded up residences.

Ninety-two percent of the students attending the school are eligible for free lunches. Two low-income high rise, housing projects are feeders for the school. During the 1989 Christmas holidays, an average of one murder a day occurred in these residences. According to a teacher at Case 1 School, it is not uncommon for children to "walk over dead bodies in the hallways on their way to school."

Home-School Coordinator and longtime neighborhood resident Mrs. R, described by teachers and principal as "unorthodox" in her approach, encourages, cajoles, and bullies parents to ensure that students are in school and on time. Her biggest challenge arises with kindergartners and first graders because these youngsters have to rely on older siblings or parents to get them up and ready for school.

Case 1 School adopted various schoolwide strategies to meet this challenge. The Home-School Council bought alarm clocks for younger students and established a "walk pool" and buddy system -- older students in the same neighborhood pick up and walk the younger ones to school.

Three events reflect the individual and institutional struggle for change in this environment. Ms. X, a young high school graduate with two children at Case 1 school, works as a parent volunteer. According to the principal, she hasn't missed a day in the school for the past two years. Next year she will be President of the Home-School Council. Ms X stated that while working in the classrooms and the in-school suspension room, she decided she wanted to become a teacher. Her goal is to take one or two courses per semester, and eventually enroll in an undergraduate degree program. Both the principal and the Program Support Teacher, who started out at Case 1 School as a volunteer, are encouraging her.

The second incident reflects recognition from the Central Office. The office informed the principal that the very next day, *New York Times* reporters would be at the school to interview her and other staff about early childhood education and to observe the Head Start program. Third, the first time the school had a parents meeting at night, more than 200 parents attended.

Principal's Story

Dr. H, an African-American woman with more than 20 years of experience in the system, has been principal of the Case 1 School for the past five years. Prior to becoming a principal, she managed one of the

school district's reading projects, received certification in reading, and worked as a demonstration teacher in reading and math and as an administrative assistant in a school with responsibility for the discipline program.

Upon her arrival, Dr. H implemented procedures to create orderly transitions from entering school to start of classes, and to reduce chaos in the lunch room.. She assigned teachers line duty with their classes to prevent the chaos of 1,000 children entering school at once. She reorganized lunch periods from 2 to 3 periods to ease overcrowding in the cafeteria and gave paraprofessionals lunch duty.

She also put the maintenance department "on notice" that the school was to be cleaned continuously. Despite the outwardly dismal appearance of the neighborhood and school, inside hallways and classrooms were bright and spotlessly clean. Dr. H made a commitment to creating a safe and orderly physical environment in which learning could take place, and she has met that commitment.

Dr. H did not stop with the physical plant. One of her first decisions was to eliminate a very popular annual "Broadway" production that the staff had been putting on for years. She felt that the enormous amount of student and teacher time involved over a five- to six-month preparation period detracted from classroom time for instruction. She also personally conducted the staff development for classroom paraprofessionals, insisting that 80% of their time should be in direct service to students.

Dr. H is quick to acknowledge the work of the Case 1 School staff, offering verbal and written praise and recognition. Each faculty meeting agenda or memo has an attachment that lists staff who are participating in professional development activities, who are providing extraordinary service to students or school, who achieved 100% attendance during the month, and who are leading grade group meetings. Dr. H said, "I really try hard to make the school a place where teachers and students want to come."

As evidenced by her comments during a tour of each classroom, she established criteria for "good teaching." One looked especially for how many students in the classroom at a given time were actively engaged in meaningful instructional tasks. Dr. H unabashedly expressed to the principal researcher her opinions as to which teachers she considered excellent or mediocre: "They know, because after my observations, I let them know that they need help."

After an initial conference with teachers who need help, Dr. H sends support personnel (e.g., reading teacher and program support teacher) into the classroom to "model" lessons, work with groups, and assist the teacher. After additional observations, if the teacher is still not performing adequately, the teacher is written up. Dr. H organized after-school training sessions to help the 7-8 long-term substitutes at Case 1 School pass the certification exam for regular teaching positions; five stayed on as faculty.

Schoolwide Project Intervention

Prior to becoming a schoolwide project, the Case 1 School had six split-grade classrooms. The school used Chapter 1 schoolwide funds to reduce class size and eliminate split-grade classes. In addition, the school's two half-day kindergartens became full-day classes under SWP. Funds were also used to provide an in-house transition class for twenty first-grade students with no prior kindergarten experience, to provide additional classroom assistants, to hire a permanent substitute assigned to the building, and to purchase materials. Dr. H stated: "The most important advantages of being a schoolwide project are the ability to hire staff in the areas needed and to have no more pullouts...everyone goes into classes."

Staff Perceptions

The staff has been relatively stable -- only four or five teachers left in the five years prior to the study. In school year 1988-89, four new teachers replaced those retiring or on leave of absence. One teacher described the principal as "demanding but fair" in her interactions with teachers.

Evidence that Dr. H takes teachers' input into account in operating the instructional program comes from a retrospective account by a teacher participating in a program designed to mainstream special education students. When a local university first asked teachers to participate in the program, they all declined. However, during the school year, the noise level of the special education classroom became such that three regular classroom teachers decided to include one or two special students in their own classes. This core group of regular classroom teachers eventually expanded to eight. The principal supported both the initial and latter decisions.

The teachers at each grade level meet at each faculty meeting and function as a team. For example, first grade teachers decided as a team to have one "top" class, three heterogeneously grouped classes and a transition room for students with no kindergarten experience.

Prior to becoming a SWP site, the staff decided to apply the "writing process" approach to teaching writing schoolwide. Since SWP, the staff elected to adopt the "effective instruction" model. The Program Support Teacher noted that the seven steps of the instruction model provided a consistent framework for all the teachers in the school: "Some teachers were already using these steps but who knows what many of them were doing. It really gets down to teaching."

As part of the process of school improvement, the leadership team decides on academic goals, continually reviewing and analyzing progress to make adjustments in the instructional or support program. The following two examples from the second progress assessment at a leadership team meeting show how the review and analysis process works.

Problem: "Those children who enter second grade on PP3 level are getting off to a poor start, due to a deficit in reading level."

Reasons:

Teachers were "pushing to meet end of year requirements. Students were not being exposed to exercises on grammar to improve language and writing skills."

Adjustments:

1. Provide depth of instruction at each reading level. 2. Reinstitute Oragraphics program. 3. Peer tutoring using older children. 4. Grammar text for each teacher, set of grammar textbooks for grade. 5. Initiate accelerated program for children below grade level.

Problem: In fourth and fifth grades, more than 1/3 of students are receiving D's and F's (first report) in social studies.

Reasons:

1) Students have difficulty applying and transferring knowledge and information, 2) Poor study habits, 3) Lack of visual materials, 4) Students have limited background of experiences.

On-site adjustments:

1) Provide field trips, "hands-on" and visual materials. 2) Provide more opportunities in reading across the curriculum. 3) Teach study skills. 4) More cooperative learning experiences.

District Support Needed:

Revise curriculum. Need more resources listed in curriculum guides.

Sources of Classroom Support and Coordination

The Program Support Teacher, whose primary function is to monitor and implement the school improvement plan, describes herself as a "cheerleader" for teachers: "I co-plan, co-teach, work with new teachers, do demonstration lessons, and collect and review student progress record books once a month. I also teach 90 minutes a day, part of that time in classrooms where students are

mainstreamed." She also provides staff development on teaching strategies, applying the "effective instruction" model.

An additional source of support for classroom teachers is the RELA (Reading, English, Language Arts) Teacher. Prior to schoolwide projects, this teacher's primary function was testing. Under SWP she presents demonstration lessons, provides staff development, coordinates the "Writing to Read" program for kindergarten and first grade, works after school two days a week on remediation activities with 25 students for 45 minutes, refers students for tutoring, and coordinates the extra-curricular reading and math clubs.

A former special education teacher works with teachers in eight mainstreamed classrooms and reports daily to the principal. The elementary math resource teacher, who had operated a traditional "pullout" math remedial program prior to SWP, now teaches in some classrooms and continues to pull out groups of students for math instruction. Every teacher has the services of a classroom assistant for at least part of the day.

Sources of Pupil Support and Recognition

Within the school, there are several sources of pupil support available for students who encounter difficulty. The Pupil Support Team meets once a week at 7:45 a.m. It focuses on solving the problems of specific children identified by the teachers. The discussion at one meeting ranged from (1) suggesting a mentor for a particular student to (2) assigning some students to the First Steps program (a mental health intervention) to (3) assigning some students for tutoring through TELLS, the state's competency testing program that is available to 3rd and 5th graders three days a week for 45 minutes per day. Other sources of pupil (and parent) support include:

- a nurse practitioner, described by teachers as "excellent and committed," participates on the Pupil Support Committee, sponsors a Health club after school, and follows up on students needing medical care and clinic appointments;
- the Home-School Coordinator conducts attendance monitoring using automatic dial-up when a student is out and generates a computerized list of all absences and latenesses; she generated the list by 9:30 and was visiting homes by 4:00.
- the school provides a GED workshop for parents, two days a week, which is attended by 5-10 people;
- the Home Demonstrator, a parent who has received training, explains instruction in reading and math to parents from a lay perspective. The primary goal is to get parents to assist in their child's schoolwork; and
- a Parent Involvement Committee (which includes one parent at each grade level) requests topics and speakers for programs. Parents at the school requested that students be required to wear uniforms beginning in September.

Student Outcomes

As shown in Case 1-Figure 1, attendance increased about five percentage points to 90% in year 1988-89, the year the schoolwide project was officially initiated, and maintained this the next school year.

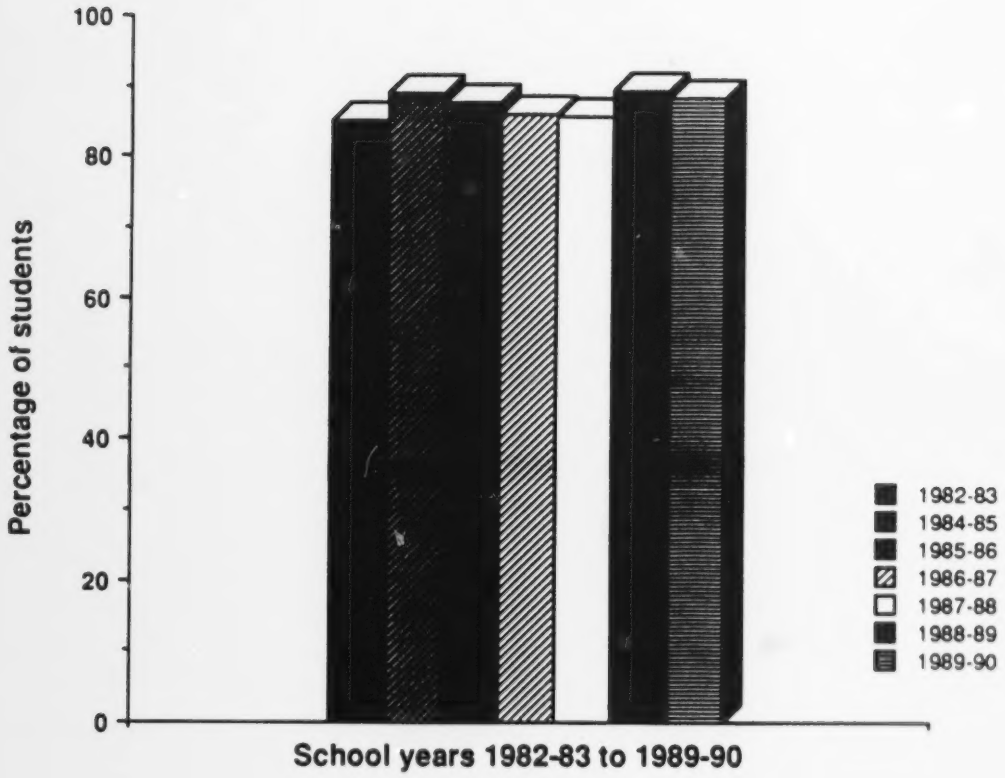
As shown in Case 1-Table 1, the achievement scores improved consistently in grades 1 (by 87 points) and 2 (by 74 points) between 1986 and 1990. Improvements in grades 3 and 4 were inconsistent; however, improvements occurred in fifth grade after 1988.

Case 1-Figure 2, which graphs the reading achievement of each succeeding cohort, shows that students' standardized reading scale scores have been steadily improving. Students in Cohort 3, who began first grade in 1988, do not show a decline at grade 3 as

did earlier counterparts at the school. *This might be an indicator of increasing effectiveness of the schoolwide project at meeting its objectives.*

In Case 1-Table 2, the reading and math NCE gains for Chapter 1 eligible students indicate substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 1 – Figure 1 Average Daily Attendance

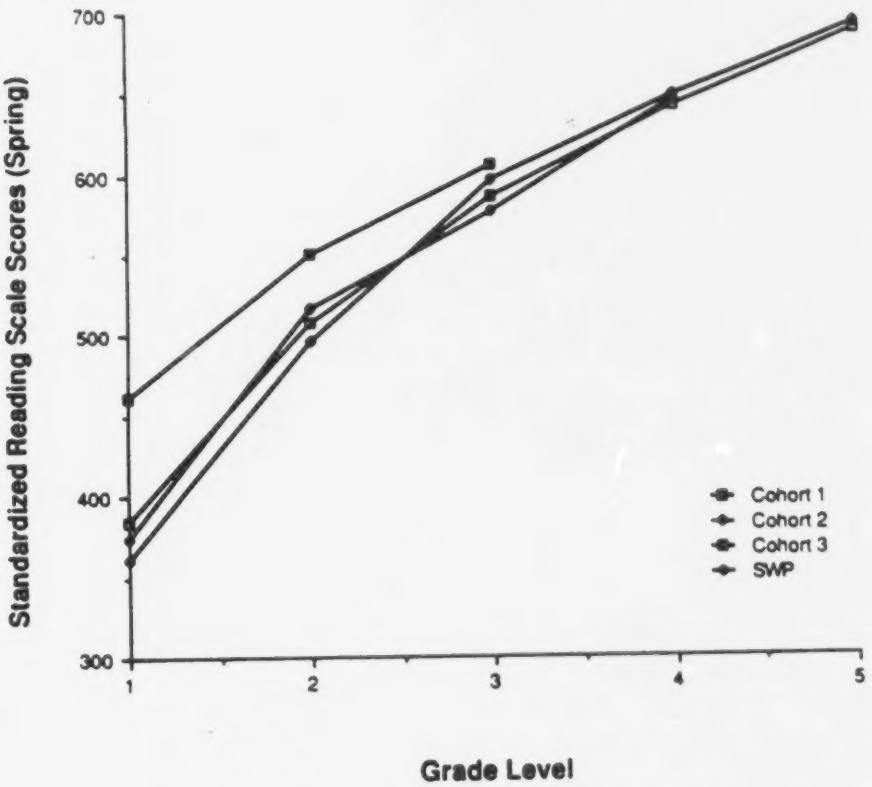


CASE 1 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st	385	(136)	374	(118)	462	(107)	476	(119)	472	(111)
2nd	485	(104)	509	(94)	518	(100)	552	(86)	559	(92)
3rd	582	(69)	572	(92)	587	(86)	578	(99)	606	(79)
4th	618	(77)	637	(56)	652	(93)	643	(75)	646	(78)
5th	668	(21)	661	(35)	689	(67)	690	(58)	689	(74)

Case 1 - Figure 2 Cohorts of students in school (1986-1990)



CASE 1-TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	-.23	4.62	4.27
Math	.77	9.76	6.48

Case 2 School

Context

Case 2 School, a small neighborhood school constructed in 1937, sits in the middle of a neighborhood that is rapidly undergoing regentrification. A few blocks to the east of the school are new town homes and renovated row homes selling for $250,000 and up, and a thriving commercial area. To the west are the remnants of three high-rise project buildings. One is completely empty, a second is home for most of the children attending a school two blocks away; the third project, currently moving people out, feeds the Case 2 School. Because of these population shifts, the school enrollment dropped from 600-700 students to 397 in 1988-89.

Ninety percent of the students in the school are eligible for free lunch. The school population is predominantly African American (81%), but there are also Asian (3%), Hispanic (4%) and white (12%) students attending the school. The total staff numbers 57, which includes 22 regular and 12 special education teachers. Thirty-seven percent of the staff are African American, 63% are white, and 84% are female.

Case 2 School consists of thirteen regular grade classes in kindergarten through eighth grade and ten special education classes. Though not officially a magnet school, it enjoys a "good reputation" and, according to the current principal, parents are clamoring to enroll their children. This school finished among the top ten in the district in science and mathematics in 19XX, and has had a full time science room and science teacher for the last four years.

Case 2 School also houses special education classes for part of the district. Moderately and severely handicapped children are bused from outside the school neighborhood. The staff at the school has devised activities to integrate many of these students into as much of the school day as possible. Thus, students are integrated in the lunch room, on field trips, during the development of assembly programs, at special events, and during twice-a-week reading instruction. Upper grade students tutor special education students in various activities.

As one enters Case 2 School, the school banner and students' work reflect the school pride and spirit of a strong and stable staff. This particular instructional day begins with much excitement since the School Climate Committee convinced Burger King to furnish breakfast for 65 students who had perfect attendance during the month.

In the school office, a two-page handout for substitute teachers offers essential information on lesson plans, classroom management, homework and other school procedures, and academic notes on subject areas. Excerpts from the handout read:

> ***We are a school-wide project school.***
>
> ***Information for the substitute teacher:***
>
> *Welcome to the _____ School! We are happy you are here today.*
>
> *Instructional time is precious at our school.*
>
> *Today you are assigned to Room __ Grade __ for Teacher _____*
>
> *Lesson Plans are kept in the plan book on the desk. Follow the daily schedule and routines. Emergency plans can be found in the bottom drawer.*
>
> ***Academic Notes**: Our school focus: Thinking Skills.*
>
> ***Math**: We emphasize problem solving.*

***Science**: In-classroom activities should be writing or reading through science activities.*

***Reading/Language Arts**: Most students are cycled. See schedule.*

***SSR — Sustained Silent Reading and Writing**: Should take place daily.*

***Social Studies**: Map Skills.*

Principal's Story

Mr. A, a principal for 22 years, completed his first year at Case 2 School in 1990. He indicated that this was his first SWP school but he had spent his career in "poor schools that received funds for categorical programs." Mr. A told the principal researcher that previous schools had Follow Through or Project Success, but that somehow successful schools get punished for being successful: "When the scores go up, the money gets taken away." He expressed hope that SWP would not operate in that manner.

Mr. A followed the school plan initiated by the previous principal. Despite Mr. A's newness to Case 2 School, he was knowledgeable about the SWP budget and school plan. He believed that the plan was "teacher intensive" -- the school used the funds primarily to hire teachers -- thus reducing class size in reading. "We're not lacking for materials, but most of the money was spent on personnel. In the lower grades, Mrs. B, the Program Support Teacher and Ms. C, the Reading English/Language Arts teacher, work in the primary grade reading cycle. Mr. D works with the upper grade reading and language arts."

The principal attributes the successful implementation of the plan to ongoing staff development and an active Pupil Support Committee which meets twice a month to discuss alternative interventions for individual students having problems. Mr. A stated: "Having paid staff development and meeting time for Pupil Support Committee meetings has been a great advantage."

Prior to Pupil Support Committee meetings, the climate committee had instituted an "Adopt A Child" program in which teachers volunteered to help students who were having personal or academic difficulty. Mr. A and other staff contended that individual contact with a child made the difference. He described the staff as stable, strong and capable, and genuinely caring of the youngsters that they taught.

Schoolwide Project Intervention

Case 2 School was one of the original Chapter 1 sites targeted for improvement under the district's "Replicating Success" initiative. According to Mr. A and the PST, a 22-year veteran at Case 2, "thinking skills" has been a continuing area of instructional focus. Workshops, staff development, and materials were previously obtained from a regional laboratory in the area. When the school became a schoolwide project site, the staff members adopted the "Teaching Thinking" instructional framework. This model stresses the use of cooperative learning and problem solving techniques.

Mr. J, a Montessori-trained remedial reading teacher for the intermediate class, teaches by choice a split class of below-grade-level fifth and sixth graders. During one observation, the class was working on a basal series story about people who wrote and conducted theatrical plays. One of the objectives was outlining.

At the end of the lesson, Mr. J asked students if they wanted to produce a play. Given an overwhelming response of "yes!", Mr. J offered the class the options of producing a play from Greek mythology or writing their own. All of the students selected the latter.

Mr. J established student work groups based on neighborhood proximity; homework was to write "an outline of a play you want to do. Two classes a week will be devoted to the play and the other three will be spent on vocabulary and the basal." Groups of excited

students began to discuss what they were going to do. *Phantom of the Opera* appeared to be a favorite choice.

Chapter 1 schoolwide funds were used primarily at Case 2 School to hire more staff: four teachers, two full time paraprofessionals, four part-time paraprofessionals, and one School Community Coordinator. The staff agreed to reduce the size of instructional groups in reading and mathematics, which was reflected in their assignment of support staff. The SWP Program Support Teacher and the District-funded RELA teacher work in classrooms with teachers in grades K, 1, and 2. The SWP Reading Teacher and two full-time paraprofessionals work in grades 3 to 6. The SWP Elementary Math Resource Teacher works with students in their classrooms and in the lab. Four part-time paraprofessionals provide support to the EMRT, the science program, the computer lab and other school programs. A full time assistant is assigned to the full day kindergarten.

The staff at Case 2 school has much input into the SWP proposal and School Improvement Plan. Each staff member serves on academic (Reading, Writing, Math, Science, Social Studies, Computer) or climate committees which meet regularly throughout the year. The committee chairs meet weekly with the Principal and Program Support Teacher to review progress and discuss problems.

Staff Perceptions

Staff members acknowledged the role of the previous principal in implementing schoolwide changes in the instructional program. One staff member of 21 years said, "Under Dr. ___ we began the reshaping process ... she had a vision of creating a community of learners and where she wanted the school to go." Another indicated: "She recruited a top-notch person as a non-teaching assistant to handle discipline ... worked on school pride and school spirit ... and recruited school adopters."

Other teachers commented that the greatest change in the school since becoming a schoolwide project was that all of the faculty provided input into the plan. As one teacher stated, "The coordination makes sense .... They're not freight packages ... they're children."

The RELA said that a major change since SWP was that the three Chapter 1 aides were assigned to classes. "Previously they could only teach certain kids .... Now they are classroom assistants in reading, science, and computer .... Because they're allowed to deal with all the kids ... they're more effective," she stated. She also thought that the three-year school improvement plan was workable for classroom teachers -- the addition of the Program Support Teacher and ability to purchase reading materials for every room was a big advantage.

The EMRT, who had taught at Case 2 School for ten years, said, "Schoolwide projects provide more money for materials that are needed. Also ... under the old Chapter 1, it was a farce ... when kids were sent to me, the regular teacher was providing instruction in the classroom on math ... I was the only one giving these kids math ... a lot of times I'd be working on one thing and the teacher had gone on to the next unit. Now, I'm teacher of record for those kids I instruct."

The Program Support Teacher indicated that the biggest advantage was the ability to reduce the size of the reading groups.

Sources of Classroom Support and Coordination

Mrs. B, the Program Support Teacher, explained that although she is "teacher of record" for a group of 12 kindergartners who are reading, and 15 of the lowest achieving first graders, she spends the majority of her time in various classrooms conducting demonstration lessons or co-teaching with teachers. "If a teacher is absent, I'll go in during the reading period so that the reading instruction is not disrupted. We have a new

teacher in the school, and I was in her class during reading for the first month or so. Also, along with Mrs. G, I give an informal reading assessment to all students three times a year so that some don't fall through the cracks," she said.

Mrs. B viewed monitoring as an important aspect of her position: "The Student Progress Record Books that SWP requires are a lot of paper work; however, teachers have all the information on individual students in one place -- grades, end of unit tests, city-wide test, teacher-made tests, homework assignments. I collect these every six weeks from each teacher and review them."

Similarly, Mr. H, the Elementary Math Resource Teacher, who has been at the school for the past ten years, takes math groups but spends most of the days in class co-teaching with teachers. Mr. H said, "I stress understanding and concepts in math and do demos to prod teachers to use manipulatives and visuals. I keep a record of materials teachers request from me and when it's time to order materials I include those as well as what I know they should have for certain lessons."

Coordination between special education teachers and regular education teachers during the reading cycle was apparent in observation of Mrs. B's classroom, which was bright and cheerful and filled with students' work. A group of 13 first graders sauntered in and quickly went to their seats. After the greeting, Mrs. B asked her students to take out their homework books. She quickly went to each student, checking each page, praising students' work, and giving out stars.

Typically there are two teachers and an assistant in the classroom. On the day of the observation, however, the assistant was absent. The special education teacher arrived with eight students. Three boys sat at the back of the room at a table because they couldn't fit at the desk. The rest of the special education students filled in seats among the first graders.

Mrs. B began with a routine that apparently all of the children knew. The children first sang a song that included the use of lively hand motions. Then Mrs. B instructed the children to put their thinking caps on and she introduced the lesson, saying, "Today we are going to talk about beginning sounds."

She drew a picture of a hat on the board and wrote _*at*. "Now what belongs in this space?" she asked. The children responded "H" and she wrote it in. She continued to introduce word families and sounds that were later used in a "Big Book" story she read aloud.

Mrs. B was animated, moving around the room, calling on the whole group or individual children, including the special education students, to respond by saying the beginning sounds for the pictures and word families on the board. For each of the words that she presented, Mrs. B asked the children, "what is it, and can you use it in a sentence?" All of the children were attentive. All of the first graders and some of the special children completed, with no problem, a worksheet on missing sounds.

The students classified as "special" were indistinguishable from other students except for the size and age of the youngsters in the back. One little girl acted the same as other children, raising her hand and participating. However, her writing consisted of unintelligible scribbles. Even so, Mrs. B praised her for attempting to complete her work and noted that the child "... really tries, but her problems are so severe."

The special education teacher followed up Mrs. B's work by working with the children on a board that allowed them to manipulate letters to form words. He then played an alphabet game with them.

Sources of Pupil Support and Recognition

Mr. P, the physical education teacher who had been teaching at Case 2 School for

twenty years, chaired the Climate Committee. He explained that the committee established a number of incentives to reward academic and other achievement. Monthly assembly programs are held to recognize lunch room stars, citizens of the month (one from each classroom), and Student of the Month for academic achievement. Students receive "Phil's Award" (a local store owner provides lunch to four students -- two special education and two regular students -- who show dramatic improvements in behavior each month) and Attendance Awards (all perfect attendance students receive Burger King coupons and are eligible in a drawing for another prize). At an end of the year assembly, teachers award a $50 bond to a student, and various athletic and humanitarian awards are given out.

Mr. P praised a former non-teaching assistant for implementing positive disciplinary strategies that are still being used. He also serves on the Pupil Support Committee which, he said, "... used to function primarily for referrals to special education." It now is expanded to looking at all students who may be experiencing school problems, and has implemented an Adopt-A Child mentoring program in which staff members volunteer to "adopt" a student and meet informally with that child on a daily basis.

The committee recommends individual and group sessions in interpersonal problem solving as needs arise, and contracts for the services of a psychologist to provide support services to students in grade five.

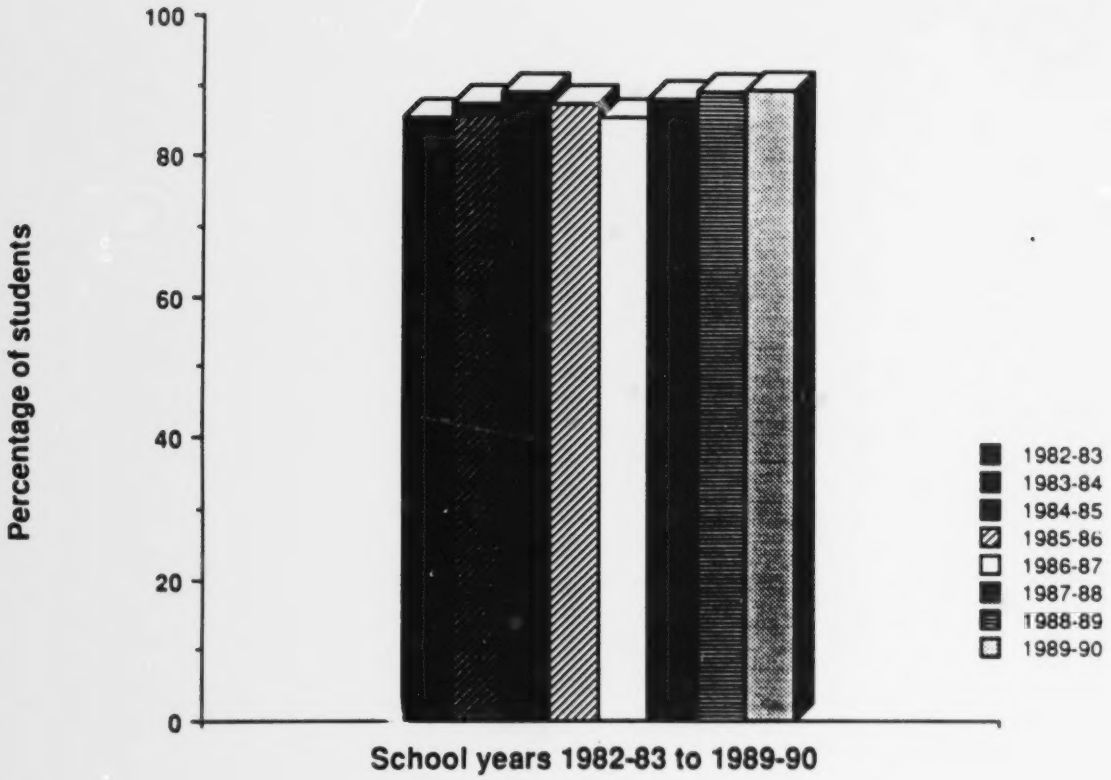
Student Outcomes

As shown in Case 2-Figure 1, attendance increased about three percentage points to 89% in 1988-89, the year the schoolwide project was officially initiated, and maintained this the next school year.

As shown in Case 2-Table 1, the achievement scores improved consistently in all grades from 1986 to 1990, except for a slight decline in fifth grade between 1989 and 1990. Case 2-Figure 2, which graphs the reading achievement of each succeeding cohort, shows that Cohorts 2 (beginning first grade in 1987) and 3 (beginning first grade in 1988) are clearly achieving at higher levels compared to their earlier counterparts and students in the sample of SWP schools. *This might be an indicator of effectiveness of the schoolwide project at meeting its objectives.*

In Case 2-Table 2, the reading and math NCE gains for Chapter 1 eligible students indicate substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 2 – Figure 1 Average Daily Attendance

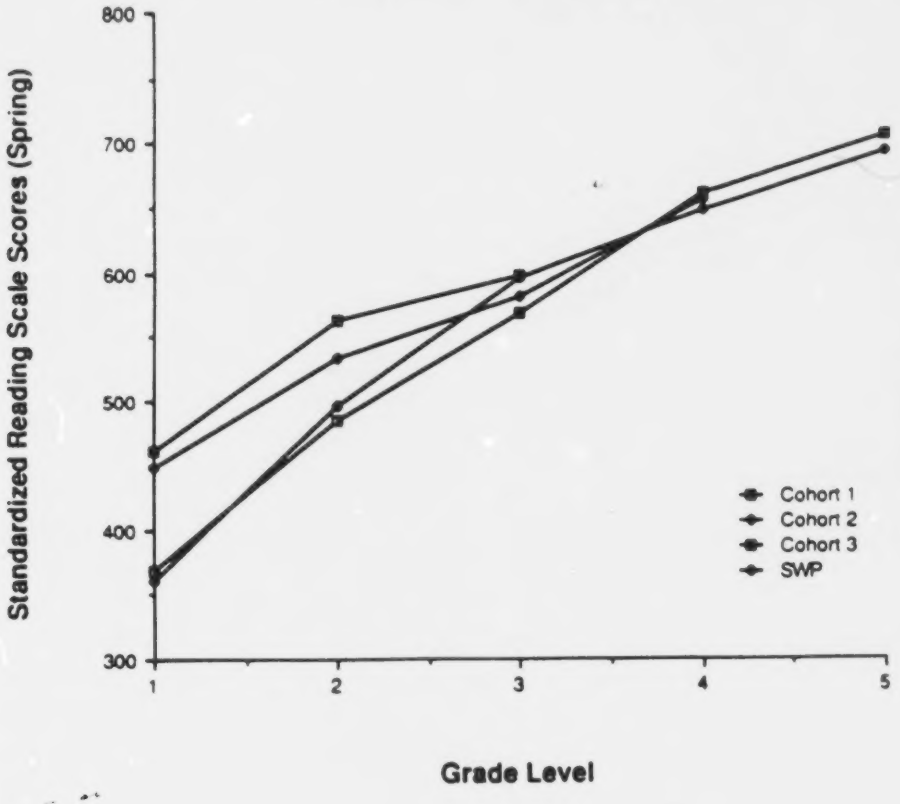


CASE 2 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st	369	(47)	449	(54)	462	(35)	451	(44)	394	(40)
2nd	506	(29)	486	(37)	535	(46)	564	(33)	510	(41)
3rd	546	(29)	558	(23)	569	(27)	582	(36)	598	(26)
4th	599	(23)	636	(29)	652	(21)	662	(32)	656	(31)
5th	674	(9)	667	(18)	701	(27)	742	(26)	707	(31)

Case 2 - Figure 2 Cohorts of students in school (1986-1990)



CASE 2-TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	.74	5.68	6.04
Math	5.80	7.78	9.49

Case 3 School

Context

Case 3 School, constructed in the late 1960s, serves 768 students in kindergarten through fifth grades. The school is located in an area known for its high crime rate, drugs, and vandalism, several blocks from a major thoroughfare and an urban university. Directly across the street from the school is a row of large, dilapidated boarded-up tenement buildings. A few are inhabited. A non-teaching assistant's offer to open the school parking lot gate to move the observer's car off the street symbolized the problems of the neighborhood.

The drab exterior of the school resembles a long warehouse, but the building's interior is cheery, brightly lit, and decorated with students' artwork and written work. A wall plaque -- "Academic Improvement Award in 1989" -- recognizes the school for making the most improvement in the district. Outside each classroom door hangs a large poster which includes a map, directions and a brief sentence or two about a museum or historical site in Philadelphia -- part of a social studies unit in which the whole school participated.

Ninety percent of Case 3's students are eligible for free lunch. The school is staffed with 36 regular classroom teachers and five special education teachers. One new appointment was made in February of 1990 to replace a teacher hired in September who quit in November. Fifty-six percent of the teachers are African American.

Mrs. M, the School Community Coordinator, has lived in the neighborhood for 45 years. She has worked in the school system for 25 years, the last seven at Case 3 School. Mrs. M patrols the blocks around the school every morning. She knows everyone from the "corner boys" who are into drugs, to the local police, to politicians at city hall. She also knows the parents and grandparents of her students. When students don't do their homework, she says: "I go right in and tell their parents. And if someone misbehaves. I march right home with them after school."

She remembers a time before the riots of the 1960s when the neighborhood was safer and did not have its current problems with drugs and crime. Mrs. M has no fear of reproaching drug dealers and others involved in illegal activities around the school. She said: "I know some of their parents .... I had sons, and years ago, gang members in my house."

Mrs. M. coordinates six parent meetings a year and recently organized the third annual "Dear Dad" day, which drew 135 fathers into the school to observe their children's classes. Parents of Case 3 School have decided they want their children to wear uniforms, and Mrs. M. is examining material, prices, and ways of purchasing uniforms for families who can't afford them.

Principal's Story

Mr. M has been principal at Case 3 School for four years. Formerly he served two years as principal at a smaller urban elementary school that had large numbers of Chapter 1 eligible students. Mr. M, an African American, is an energetic no-nonsense individual who demonstrates his belief in the power of schooling and education to make a difference in the lives of his students.

Prior to Mr. M's arrival, the school was reported to be in a chaotic state from a series of principals who were uninvolved in the instructional program. The school had a poor reputation because of its location, was one of the lowest achieving schools in the district, and had numerous long term substitutes filling vacant positions. Mr. M said that the year he came to Case 3 School, seven new teachers -- most from private schools -- had been appointed to the school because of retirements and unfilled positions. He stated: "This was fortunate for me because I could begin building and shaping a core group to begin the improvement effort."

When the school became a SWP site, Mr. M and the staff selected the "effective instruction" framework, primarily to help guide the instruction of the many new teachers. When asked about the award for improvement received in 1989, Mr. M credits his staff, emphasizing that the teachers developed the improvement plan and worked hard to implement it.

He said: "In order to show improvement, you have to give the most help to those most in need. These students require the best teachers and highest quality instruction and these teachers also need support." Schools like Case 3, he pointed out, should be designated as "demonstration schools" and given the opportunity to hire the "best teachers." He noted that he currently had three teachers to "write up" and one out on leave that "doesn't want to be here and hopefully won't come back."

He also said that this school year, he was pleased that the staff had developed an enrichment program for twenty gifted students which integrated the areas of Black History, literature and writing.

He believes, however, that the single most important thing that he did was to provide clear and consistent monitoring of the instructional program. This was accomplished not only by reviewing lesson plans, students' homework assignments, student progress record books, classroom charts of reading and math progress, and report cards and test scores, but also by conducting daily, informal observations of classrooms and holding conferences with the Program Support Teacher and other key members of the school improvement council.

Schoolwide Project Intervention

Case 3 School is in its second year as a schoolwide project site, although the school had been previously targeted in the District's "Replicating Success" initiative. Staff adopted the "effective instruction" framework and received staff development during the 1988-89 school year. The school improvement council decided to eliminate a Chapter 1 process in which students were switched every six weeks from reading lab to reading class. One teacher commented, "It was like a traditional pullout. The lowest scoring kids went to the reading lab and the reading teacher was not the classroom teacher."

According to the PST, when teachers were asked what they would like incorporated into their school improvement plan, they said they needed someone extra in the classroom. The objective of the SWP intervention was to "provide additional support to teachers with the neediest students." This was accomplished by establishing COBS classes (Concentration on Basic Skills) at each grade level. These classes are assigned the best teachers and the teacher-to-student ratio is lowered by including a second teacher (Basic Skills Teacher) during reading and math. There is also a full time classroom assistant. These classes have about 24 children. The teachers team teach; however, each has clear responsibility for a certain group of students. The Basic Skills Teacher is "teacher of record" for the lowest reading group and the classroom teacher is responsible for the remainder of the students. SWP funds one Basic Skills Teacher, a PST, one EMRT, one School Community Coordinator, 12 part time assistants, five full time assistants and eight parent scholars.

Staff Perceptions

Teachers interviewed at the school talked about the role of the principal, their new role in decision making, and the additional resources provided by SWP for improvements in student achievement.

Mrs. J, a teacher for 25 years, noted that: "Last year, we received an award for the school showing the most improvement in the district, based on our students' gains. Mr. M stays on top of what every teacher in this school is teaching in the classroom and is constantly in and out."

Another teacher noted: "All of us have individual record books but these charts (posted on the bulletin board) show where each of my students are in math and reading and Mr. M looks at them when he comes in."

The PST indicated that in 1987, six new teachers -- most from private schools -- came to the school and Mr. M was appointed shortly after and the "atmosphere of the whole school changed." She said: "Five of us remained and we formed a core group with Mr. M and some of the existing staff to begin planning for SWP .... This school was ready for a change. There's been a big improvement in student and teacher attendance ... I go through the teacher files and see who has perfect attendance and put up these hats [colored paper cut outs] on the bulletin board with their names under our "Hats Off to You" banner. There used to be very few, now it's just about everybody."

Mrs. J, an EMRT who in previous years was a basic skills teacher, had been at the school for the past 25 years. She indicated that when the school improvement process started: "We were given a chance to zero base our budget and develop a 3-year plan based on our needs. A disadvantage is that most of the money goes for personnel. The whole staff became more involved in making decisions. Last year I was a basic skills teacher and worked in classrooms ... moved around to 6 classes; it's exciting to go into other classrooms and work with other teachers."

Staff members interviewed agreed that improvements had been made in instructional delivery. Mrs. J noted: "We operated a traditional pullout but felt that the children were losing too much time." She now works with COBS classes as a team, concentrates on basic skills and problem solving every day for one hour, and also covers three classes in grades 3, 4 and 5. She indicated that many of the students had problems with applying appropriate strategies in math and applies a considerable amount of her time to having students write their own word problems. She said: "We're trying to improve transference to other content areas; build up self-esteem, confidence, and let them know it's OK to have the wrong answer."

Another teacher acknowledged the additional resources provided by SWP but also the amount of record keeping required. "As a school we get to make decisions on our children; teachers have become a part of a collaborative effort. We were able to get more manipulatives in math. This year we will purchase a new literature based series in reading and have additional paid staff development time. During the district-level planning meeting, teachers broke into grade and curriculum groups to decide on materials ... we've had additional staff development in the writing process, math problem solving and hands-on science activities."

Another teacher noted: "SWP requires a lot of data, monitoring of student progress, and heavy record keeping. It's important to keep those records for parents if they come in, and they provide immediate feedback to teachers, showing us where we're going and preventing students from falling through the cracks."

Sources of Classroom Support and Coordination

Mrs. J indicated that "The bottom line is collaboration .... I collaborate with the teacher. The teacher does directed math lessons, and I do follow up activities either with individual students or groups. We plan together. I also do demonstration lessons upon request. The emphasis in math is based on data from the school improvement team where we've identified weaknesses."

The reading teacher indicated that "teachers this year are implementing a literature approach to reading. Many of them are not used to this. I help plan instructional activities that are appropriate. Last year I generally worked with the 'bright' kids, this year I work with the neediest kids." She felt that the school was at a distinct disadvantage in not having a stable staff because of union regulations which required adherence to a prospective list pulled from downtown.

The PST, who makes up the monthly calendar, was a basic skills teacher in the primary grades last year. She noted: "I'm now the reading teacher of record for 12 students in one class and 10 in another class. Teachers need a lot of support, especially new teachers. In addition to teaching 90 minutes a day, I take two other classes each

for one hour. I'm testing coordinator, chairperson of the school improvement council, a part of the Comprehensive Student Services Team (SST) which meets every Tuesday before school. I do demonstration lessons in classrooms, in social studies, and in science; work with parents; coordinate the parent scholars who receive a stipend for part-time work. Many of them have children or grandchildren in the school. I help to host parent workshops through parent trainers, and am on the Home and School Executive Board."

The PST noted that the five support personnel (the math resource teacher, basic skills teacher, instructional support teacher, reading teacher and herself) were able to get more help to the classroom. The school improvement committee coordinates and decides who to send in. She indicated that she worked in one 3rd grade class for one month with a teacher who was having difficulty with directed reading lessons. She noted that the Instructional Support Teacher (IST) comes in twice a week to do staff development, and a great deal of planning is done in June to get ready for September.

One teacher noted that the greatest advantage of being a schoolwide project site was that now "more adults are working with students of greatest need, and the children are getting more appropriate instruction."

As an example, the current schoolwide emphasis is in the area of writing. Writing folders for each student are collected before each report period, and the School Improvement Committee goes over samples from each folder within each class to zero in on what needs to be worked on. Mr. C goes in and does one observation and then sends the PST into classes for another observation and consultation with the teacher.

Another example of how the support filters to the classroom was observed in the first grade "transition" room where there were two teachers and a paraprofessional. A class of 20 kids is in a large multipurpose room. The paraprofessional is working one-to-one with a child, checking to see if the student knows words from the Dolch word list. She gives a check, calls another student. A teacher is giving a directed reading lesson with a Big Book ("If you give a mouse a cookie"). The students are actively involved in discussing and making predictions. They apparently know the story. Asked to read the title, students chime in unison. The teacher asks: "What is an 'author'? .... Write who draws a picture [illustrator]." Teachers and students carry on lively and animated discussions, then go back through the sequence of the story, talking about new words/concepts ("exhausted means really tired"). The teacher walks around the room, touching some children, calling others by name to involve them in the lesson.

The room could easily be mistaken for a regular first or second grade classroom given the level of discussion, attention and interest of the students. Related material, such as vocabulary, is written on the board; other material on a large easel includes contraction words and sentences from the story; and bulletin boards are filled with colorful posters, stories that children wrote, and information on elementary subject areas -- punctuation marks and usage, counting by 3's, Word Lists, days of the week, ABC order, legends-definition, fables, science vocabulary words (organism, organ, living), maps of Philadelphia, the United States and the world, signs (stop/wait/go), PMET charts, and daily schedules.

Sources of Pupil Support and Recognition

At Case 3 School, emphasis is placed on monitoring and rewarding students and teachers for improvement in various areas of performance. In written materials, the responsibilities are clearly specified. For example:

> *Grades 1-2 Chapter I Classes COBS*
> *Basic Skills teacher will be responsible for the lowest reading group*
> *a) Directed reading activity and follow-up*
> *b) Administer unit test*
> *c) Share information about student progress with teacher*

In other materials given to teachers:

-The teacher is responsible for the directed reading activity, unit testing and monitoring

-The Basic Skills Assistant will provide reinforcement, review and practice exercises orally, under the direction of the teacher

The reading teacher indicated that she monitors each reading group and still uses a management system implemented district wide in 1981 by Venezky & Winfield. She noted that a chart is up in every class, but her role is to compile the information to see which groups were not moving along.

The math resource teacher indicated that she uses the city-wide criterion-referenced math test (PMET) to monitor how students are progressing. They are primarily instruction units; in addition, the record books include teacher-made tests, homework, and class participation to arrive at grades.

One staff member notes that she is "constantly assessing and looking through data."

At the School Improvement Council meeting, data presented included a report card grade summary and a summary of the percent of students passing various strands of the PMET. In each case SIC members discussed areas of weakness and suggested alternatives. For example, the EMRT noted: "Perhaps I can work in Mrs. X's class with her using manipulatives in this unit on fractions." When asked what had been revised, the PST mentioned: "We've added in some curriculum areas, particularly social studies. In reading, we've included more writing based on data. You get to update periodically, all the data we collect is not going down the drain."

The school uses a variety of formal and informal ways to provide recognition. There is an award given to the most successful student in a COBS class and in regular class. One teacher summed up the approach to pupil support at the school: "These are needy children ... they have to be treated as if they are your own children." Awards are given for good citizenship, lunchroom behavior, and attendance. The school has been adopted by six external groups: Temple School of Business and Management, Diamond Street Community Center, the Fire Department, Liberty Bank, Continental Society, the Police Department plus small contributors, and Bryn Mawr Presbyterian provides tutoring services. Members are invited in during Black History week as judges of essay contest.

The PST indicated that she goes through teacher files to see who has perfect attendance, puts up hats for the "Hats Off to You" display, and any class with perfect attendance receives a reward.

The Comprehensive School Support team functions as a Pupil Support Team to identify students who have particular academic or social problems as well as students who are "gifted." It consists of the HS coordinator, counselor, reading and math teacher, parent and teacher. As one member indicated, it used to be for problem students only or referral to special education. The SIP team composed of many of the same members conceived the idea of Case 3 School Scholars -- students who would be designated as "mentally gifted" (the school does not have enough students to get a MG teacher). The reading teacher and librarian did initial planning and pulled others in to coordinate. The "Scholars" program emphasizes Black History, literature, and writing/whole language, and provides enrichment to 20 children each Friday.

Student Outcomes

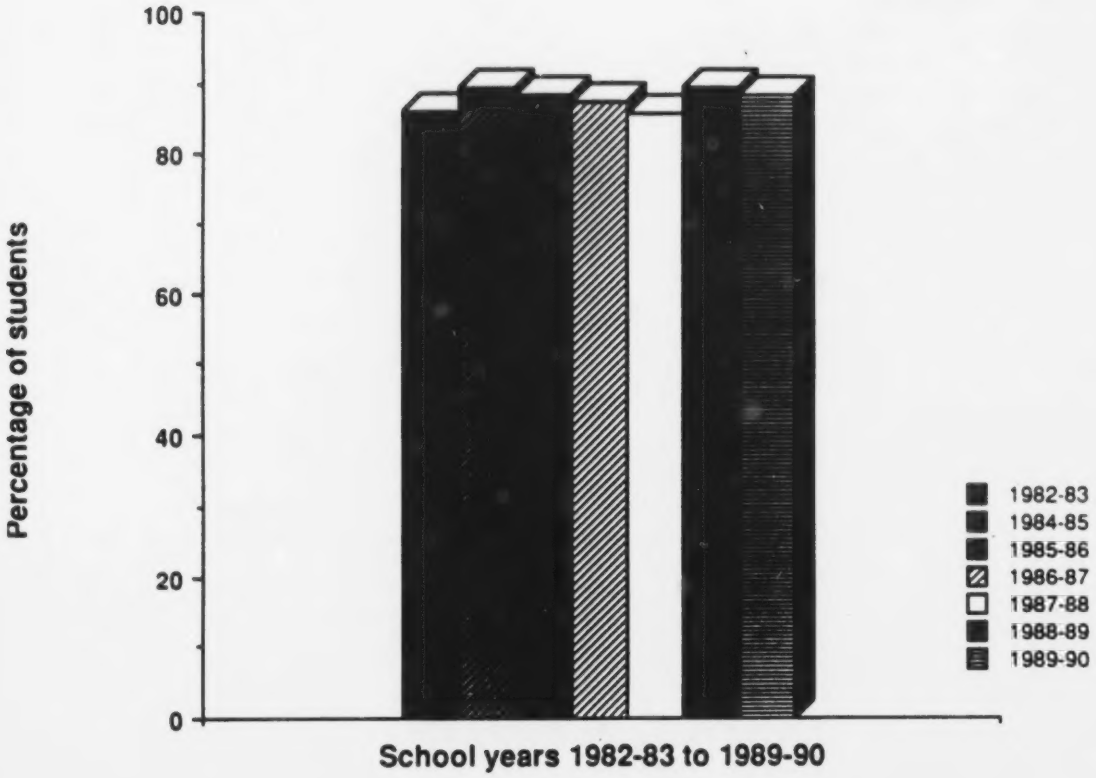
As shown in Case 3-Figure 1, attendance increased about three percentage points to 89% in year 1988-89, the year the schoolwide project was initiated, and maintained this the next school year.

Case 3-Table 1 shows that the pattern for improvement in reading achievement was highly variable. Over time, no consistent patterns emerge. First grade scores improved

by 54 points from 1986 to 1990; second grade scores by about 22 points. There were slight declines in third and fourth grade scores between 1986 and 1990. Case 3-Figure 2, which graphs the reading achievement of each succeeding cohort, shows that Cohort 3 is starting at a higher level; by third grade, however, these students are at the average for students in the SWP sample.

In Case 3-Table 2, the reading and math NCE gains for Chapter 1 eligible students indicate substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 3 – Figure 1 Average Daily Attendance

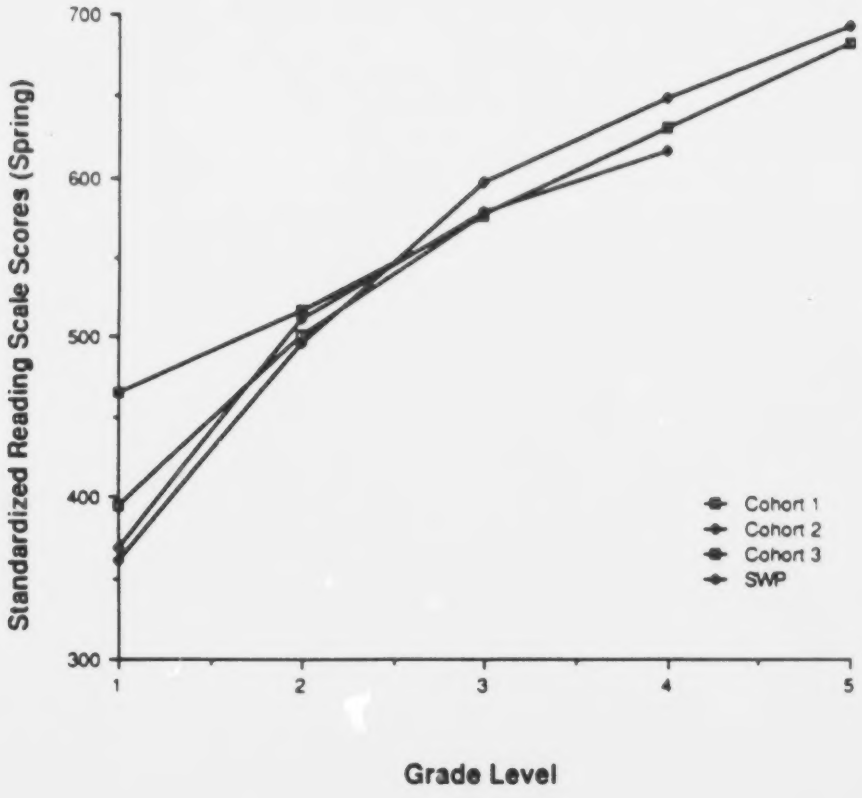


CASE 3 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st	395	(143)	369	(119)	466	(111)	431	(120)	449	(136)
2nd	515	(117)	502	(113)	512	(99)	517	(113)	537	(111)
3rd	588	(84)	558	(90)	578-	(105)	579	(111)	576	(105)
4th	624	(93)	607	(74)	658	(74)	631	(61)	617	(100)
5th	675	(32)	668	(79)	687	(720	697	(66)	683	(74)

Case 3 - Figure 2 Cohorts of students in school (1986-1990)



CASE 3-TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	-.63	5.28	1.41
Math	7.71	13.03	8.39

Case 4 School

Context

Nestled among numerous high rise project buildings in one of the city's toughest neighborhoods is Case 4 School, built in the early fifties to accommodate 660 elementary students. Two buildings immediately adjacent to the school with broken out windows and graffiti were recently condemned and tenants were forced to vacate, leaving a potentially hazardous area for local children. According to the School Community Coordinator, many of the vacated residents were moved into area shelters, and other low income residences were found only for those who were current on their rent.

In contrast to the eerie silence of the vacant buildings next door is the bustle of activity of community residents in buildings directly across from the school. The school enrollment is down to about 560 students. Ninety-seven percent of the children are eligible for free lunch. The school population is 100% African American. Drug activity and violent crime is an everyday occurrence in the neighborhood.

Teachers at Case 4 School and two other area schools organized an anti-drug rally in an attempt to support law enforcement efforts, reclaim the streets, and give an educational as well as symbolic message to the students whom they teach. As the principal stated, "The school is the safest place for many of these students."

The extension of the school into the lives and community of its students is characteristic of the philosophy of the principal, Mrs. G, a young, energetic Hispanic who every morning makes her rounds outside and around the school building in front of project entrances, encouraging parents to get their kids to school and on time. She is fearless and confident in an environment filled with despair and uncertainty. This attitude gets reflected in her openness and eagerness to change routine school practices to improve the achievement levels of the students.

Five years ago, Case 4 School was one of eleven schools targeted for improvement through the Replicating Success project because of the extremely high concentration of children living in poverty and low achievement scores.

Principal's Story

Mrs. G was appointed to Case 4 School in 1988 after it was designated as an SWP site. At the time of the initial interview, she had been in the school for one year. She viewed her position as "being there for the kids to give them every opportunity to succeed," which includes rejuvenating teachers who are "burned out" and who "feel unappreciated." She believes that all children can learn given a chance. She said that she is attempting to change student and parents' expectations and behaviors regarding schooling success. She gives credit to her staff, indicating, "I could do none of this without my staff."

Mrs. G discussed with the staff the idea of an extended school year for students that would provide time for student field trips and additional instruction. The goal of this program was to enrich the students' learning and to reduce retention. After discussion with the staff, 90% "agreed that it was a good idea and that they would participate." Next she surveyed parents and received an overwhelming number of affirmative replies. In April 1988, the school district officially approved the project and parents were notified.

About 60% of the students from the regular school year and 98% of the staff participated during the first year of the program. Mrs. G said: "Many of our students have never been outside of their own neighborhood. Visits to local museums and to the United Nations provide an incentive for attending as well as using those experiences in the instructional

program, particularly in our writing. It was an experience even for some of the parents."

In addition to the extended year, Mrs. G has a district-funded transition room for first graders with no kindergarten experience. Although the official program is DISTAR, she insists that teachers introduce language experience as well as words from the school's basal series. She received a grant from an outside organization to extend "Writing to Read" Kindergarten into first grade.

She considers all of the programs in the school a part of SWP: "I even consider the Head Start program as a part of SWP ... it's Montessori-oriented, but I strongly encourage articulation between Head Start and the Kindergarten program which uses a traditional basal and Writing to Read."

She notes with pride, "Some of these babies, after two or three years in the program, are ready to move into readiness activities ... and a couple of them have been in my office to read their little stories."

She also acquired funds from a corporate sponsor to purchase computers for two first grade classrooms under the Adopt-a-School program. They are used primarily as an incentive for students who are doing well. Mrs. G changed the time of parent meetings from 9:00 in the morning to 12:00 noon, and 25-30 parents turned out rather than the typical five or six. With schoolwide project funds, she hired two School Community Coordinators to assist with attendance and home visits. She said that a program would be started in the fall for students who are considered "mentally gifted" -- a "mastery plus" classroom at each level which includes high achieving, highly motivated students whose parents sign a formal contract agreeing to specific support as well as direct active involvement. She is starting this program even though the school doesn't qualify for district support.

In an interview a year later, Mrs. G's boundless energy and optimism was evident in her conversation regarding the success of the extended year. She said: "We compiled data and 58% of the students who had been recommended for retention in June were not retained after attending the extended year." Mrs. G. said that most of her parents provided overwhelming support and enthusiasm for this year's program. Her notice to parents concerning the 1990 extended year program read:

Dear Parents/Guardian,

The children at the school will again be a part of an extended school year program. Our staff will continue to teach and assist your children in further developing their academic skills. They will also be involved in an enrichment Science, Music, and Physical Education Program.

Children are also expected to attend school (Pre K- Grade 5) from 8:45-2:00. We will be serving breakfast and lunch for all our children.

On June 20, 1990 you will receive an interim report for your child and on July 19, 1990 your child will receive the final report card. It is our expectation that with an extended school year program we will decrease the number of failures and increase our children's' instructional levels.

With your support, we will run an effective instructional program during the month of July. Please indicate below if your child will be attending classes during the month of July. Return the bottom portion of this sheet to school by June 8, 1990.

Mrs. G's enthusiasm waned only when she mentioned the threat of losing (due to enrollment declines) the school's one African American male teacher, a recent college graduate whom she personally recruited and who wants to remain at the school. She said, "This person is excellent with the kids and is a great role model. He spends his own time with them on the weekends. But if you're low on seniority and funded out of the operating budget -- there's nothing I can do. It will be a big loss."

Schoolwide Project Interventions

Schedules are flexible, field trips are planned, and teachers require and expect students to fulfill class assignments as well as homework. On the chalk board of a first grade teacher is written the date and "Reading Goals - Raisins [the name of the story]. Review and Read "Dogs Dogs Dogs, p. 49."

In a second grade classroom, student work displayed on the bulletin board includes a story with crayon pictures reflecting a trip to a local museum. A fourth grade class during social studies has a unit on geography and is completing topographical maps in pastels that will be suitable for framing.

A fifth grade class attends "Project Seed" instruction at least once a day, where trained mathematicians lead them through higher level mathematical operations. The trainer uses a system of hand signals for students to indicate agreement/disagreement and uses a discovery method to get students to arrive at the correct response. These particular students have been attending a SEED class in addition to regular math during the school year and are attentive, enthusiastic, and responsive to problems placed on the board such as:

Log 232 + Log 28 = ?
6 E 2 =
Log 216 + Log 24 + Log 2256= ?
|Log 232 Log 8| |Log 216 Log 2512| | ? ? |
|Log 21024 Log 264 | + |Log 22 Log 2256||
= | ? ? |

The principal maintains that attendance in summer school is good given that it is not mandatory. The majority of students want to attend the extended year program. During an interview with the news media one student was asked what he would do if someone told him he was crazy for going to school in the summer. The young student replied: "I'd punch 'em in the face."

When individual students in each of the classrooms were asked: "If you could choose, would you be in school? Almost all said "yes." One first grader said, "Yeah ... I get breakfast." Another said, "Ms. L is nice. I like her." "This where my friends are," said another child. Older students gave responses such as "I'd just be watching TV and this way next year I'll be caught up." One girl said, "I'd rather be over my cousin's house but my mom made me come." One boy said, "I want to go to college when I grow up."

Staff Perceptions

In the 1990 extended school year, all but one of the regular staff participated. Mrs. J, a teacher at the school for twenty years who teaches in the transitional program, stated that many of the students who attended the extra month would be promoted into a regular second grade classroom.

Mrs. J noted: "The students I have come in 'off the street.' I have to start with real basic things -- numbers, letters. The transition class is smaller, generally about 20 students, and I have an aide. For those students who have attended on a regular basis -- attendance is not mandatory -- they will go on into second grade. A few of the students who were having problems during the school year didn't come. I encouraged them but it's up to their parents."

A fourth grade teacher elaborated: "I used the additional time to reteach areas that students had problems with during the regular year. And for some of my students, that has allowed them to really move ahead." The kindergarten teacher said, "We continued using the 'Write to Read' program and I am working with them on long and short vowels and most of them got it. Only two of my students will be retained."

The PST added, "The extra month allowed things to go easier in September. I can spend additional time working in particular classrooms where teachers may be having problems in reading or math. Or, like this morning, I spent the entire morning with one class doing reading and writing activities. All of the teachers here are committed to helping these children succeed. The proof is that they

kept coming everyday through July to this hot building with no air conditioning."

Sources of Classroom Support and Coordination

The PST, who had been at Case 4 School for four years, grew up in the area. Describing her schedule as "helter skelter," she said, "I teach 90 minutes a day -- that's two groups of the lowest achieving students. I do peer coaching, I am a mentor for new teachers, I do staff development on the 'effective instruction model.' I work with students in the classroom. I'm in charge of the staff newspaper and calendar, and chair the School Improvement Committee. I pull together grade group meetings once a month during lunch." She noted that they used to "cycle" during reading but the movement and confusion that resulted wasted time. Classrooms are organized by reading level so that no teacher has more than two groups.

Sources of Pupil Support and Recognition

The principal strongly emphasizes the need for the extension of the school into the community and into the lives of the students who attend the school. In addition to SWP parent scholars, who provide assistance in the school, an intergenerational literacy program is in its third year of operation at a local community center. The program provides academic support, homework assistance, parent training including GED and adult literacy, and Saturday field trips for students. Referred to as "the extended day" program, the principal indicated that about 45 to 60 students and their parents participate.

Alternative classes at grades 2, 4, and 5 are staffed by a teacher and full time classroom assistant, are limited to 20 students, and are available for students retained in grade or identified by the School Support Team.

Project SEED operates in two classrooms at grades four and five. This project provides instruction in abstract, conceptually-oriented mathematics taught by Socratic group discovery methods. The classes supplement regular math class and are taught by Project SEED mathematics specialists, except that the fifth period class is conducted by the regular classroom teacher. Project SEED specialists uses the fifth period for in-service, staff development and other project activities. During SEED, the classroom teacher remains in the room as a participant and observer, which is a good form of in-service training. The regular teacher has learned the mathematics and the method, and has observed her children working in high level mathematics, which tends to raise her expectations for their performance in the regular math class.

The PST, who chairs the Student Support Team, indicates that the function of this group is to identify interventions for students who are experiencing difficulty. She states, "This is not a special ed placement team, but one where the student's instructional needs are discussed and the options available -- including working with parents -- are considered." The team meets twice a week and includes the IST, PST, Special Education Supervisor, Home and School Visitor, SSCC, counselor, math teacher, and the reading teacher.

Teachers who have a student experiencing difficulty request a meeting with the team. According to one teacher, "It's not just to get kids tested for special ed placement -- that occurs -- but to examine what other options are available. We have homework assistance, extracurricular academic clubs, TELLS tutors, and the School Community Coordinator can make a home visit." The team meets with teachers and parents to arrive at appropriate interventions.

An Academic Support Committee run solely by teacher volunteers initiated incentive programs to promote self-esteem, appropriate school behavior, and academic excellence. Students are recognized at monthly assembly programs for perfect attendance and each class identifies a "student of the month." Perfect line awards are used to recognize classes on a daily basis. Students in classes that receive the most certificates are rewarded with a pencil that says, "Case 4 School -- We Have a New Attitude."

The Academic Support Committee organizes student award assemblies, decorates the foyer with "student of the month" information, gives out certificates for attendance, and organizes participation in the Science and Social Studies Fairs.

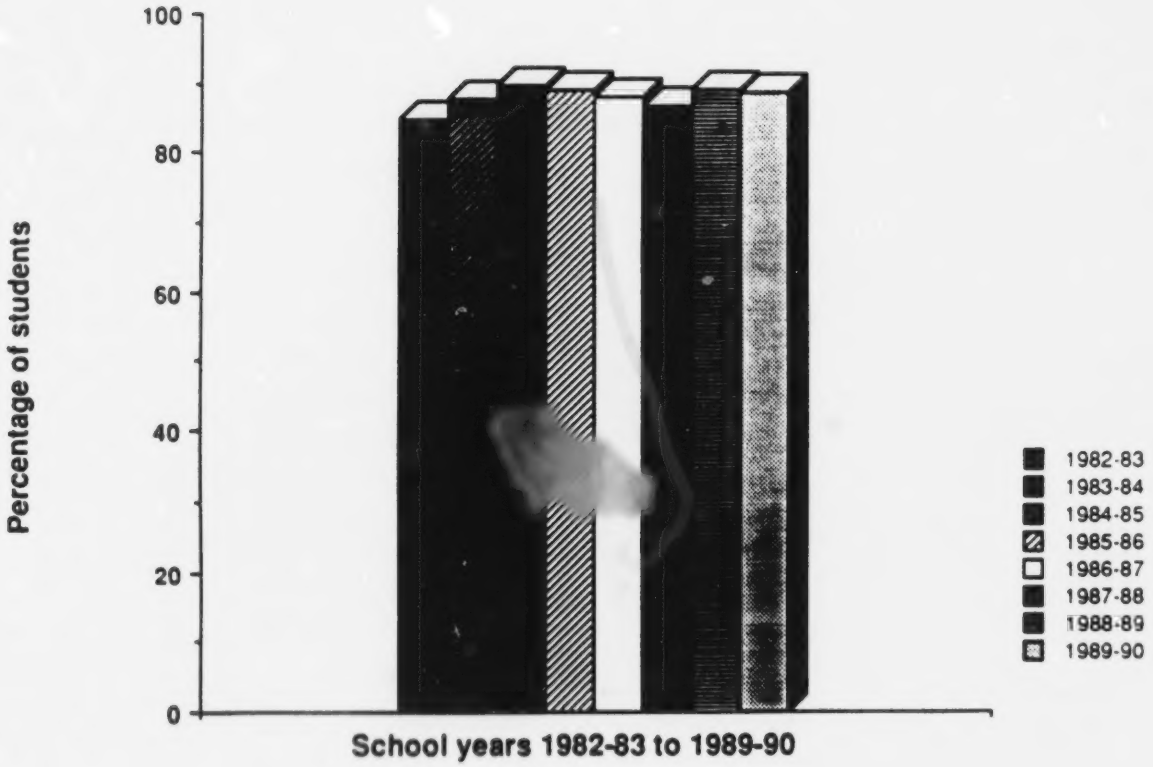
Student Outcomes

As shown in Case 4-Figure 1, attendance increased about three percentage points to 89% in 1988-89, the year the schoolwide project was initiated, and maintained this the next school year.

Case 4-Table 1 shows that improvements in reading achievement occurred in all grades between 1986 and 1990. The first-grade score improved by 57 points, the second-grade score by 55 points, and the third-grade score by 67 points. As shown in the graph of succeeding cohorts in Case 4-Figure 1, Cohort 2 beginning first grade in 1987 performs below the average of students in the SWP sample. By 1988, however, Cohort 3 students are performing at a much higher level than their earlier counterparts and students in the SWP. Judging from the slope of the line, there appears to be no decline at third grade. *This might be an indicator of effectiveness of the schoolwide project at meeting its objectives.*

In Case 4-Table 1, the reading and math NCE gains for Chapter 1 eligible students indicate substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 4 – Figure 1 Average Daily Attendance

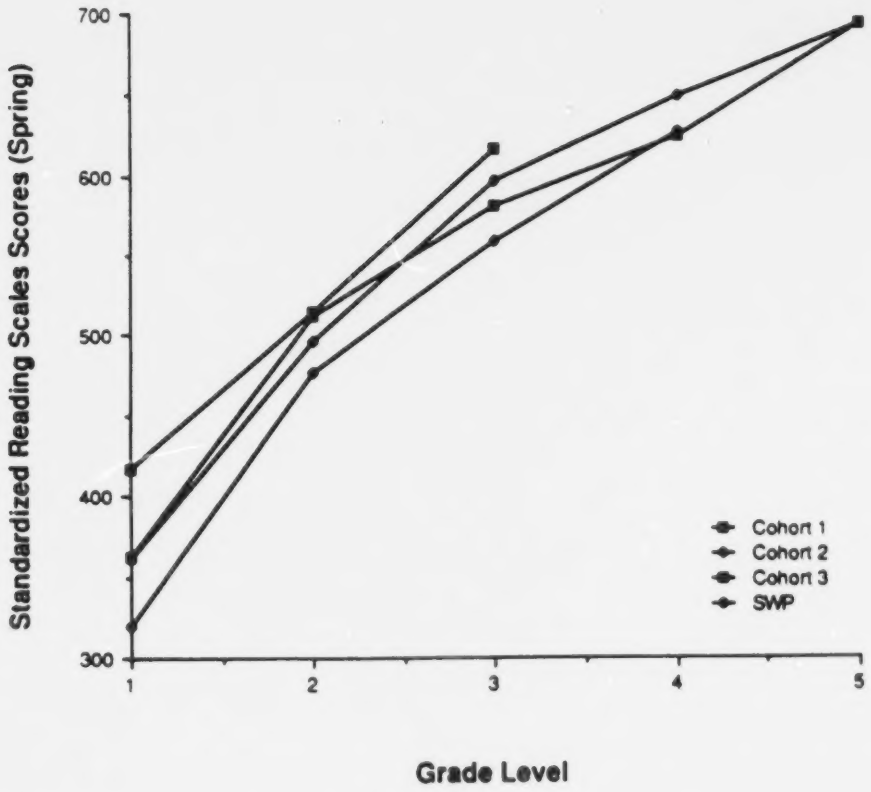


CASE 4 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st	363	(104)	319	(110)	417	(108)	419	(79)	420	(73)
2nd	486	(81)	512	(78)	477	(61)	515	(106)	551	(70)
3rd	549	(76)	552	(65)	581	(62)	559	(71)	616	(90)
4th	622	(63)	575	(71)	611	(42)	625	(64)	627	(54)
5th	658	(27)	673	(44)	650	(55)	699	(49)	694	(52)

Case 4 - Figure 2 Cohorts of students in school (1986-1990)



CASE 4 -TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	-2.01	.82	4.92
Math	-.89	8.65	10.45

Case 5 School

Context

Built in the 1970s, Case 5 School's factory-like structure takes up nearly a city block and dwarfs the small row homes in its immediate neighborhood. The school is faced on one side by a large outdoor play area and bordered on the front by a mixture of both pleasant and decrepit, boarded-up row homes. The size of the school's interior is also overwhelming, with its huge hallways and extremely high ceilings with exposed pipes.

An influx of young families with small children into the area has increased the school's enrollment past its 900-student capacity. Of the 180 kindergartners and 270 first graders, 71% are Hispanic, 21% white, and 7% African American.

According to the School Community Coordinator, a young bilingual Hispanic female who has lived in the neighborhood for 20 years, the big change in the neighborhood began about five years ago. "Many stable families who could afford to move left the area. We have a lot of young families with many children, some who have just come over from Puerto Rico. We also lose kids whose families return to Puerto Rico."

Ms. X served as Home and School Association President prior to becoming a School Community Coordinator. In addition to conducting home visits requested as a result of teacher and parent workshops, Ms. X refers parents to community agencies, takes parents for appointments, translates for parents who don't speak English, finds and provides clothes and emergency shelter, and interprets report card marks.

Every available space at the school is filled. One kindergarten class and one class of third graders use rented space in an adjacent church building. The science, art, and music rooms have been converted to classrooms. Specialist teachers go from classroom to classroom. A small conference room also functions as a lunch room.

Despite the large number of students, entrance, dismissal, and a fire drill were orderly. A teacher remembered when this was not the case: "In 1970, this was a new building, and in 1971 there was complete chaos. We've had at least a half dozen principals -- not everyone can handle a school this size. Mr. Z came in 1985 and brought stability to the program."

The school is in its second year as an SWP site. Its size and its concentration of poor students have previously brought large numbers of categorically funded programs into the school: Transition, Benchmark, Project Success, Academics Plus, Primary Skills Program, ALEM, SEED, Extended Day, Child Care/Comprehensive Care Program, preschool School 5 Extracurricular, TELLS, and so on.

The School's "Creating Success" logo (a huge spoked wheel, with each spoke representing a school objective or goal) is displayed prominently in the hall.

Principal's Story

Mr. Z has been principal at Case 5 School for four years -- the school was his first appointment as principal. He thought that it was atypical to be placed in a school that size as a first appointment, but viewed it "as a challenge to personalize and improve the education of the 'at risk' children the school served." He credited his administrative assistant, Mr. S, for handling discipline, lunch tickets, and some of the other routine tasks.

"I try to model what I want teachers to accomplish in the classroom. I team teach reading once a week with another teacher. Initially we had to concentrate on establishing routine procedures for lunch room recess,

passing in hallways, and so on. Each year, during the first week of school, we have 'rules week' -- the more order, the less distraction to classroom instruction, especially in a school this size. That's one of the spokes on the wheel of our Creating Success model." High energy, fast-paced, organized and task-oriented, Mr. Z greets each child by name in the hallways, hands out "Case 5 School" pesos, and describes the family who received the "family of the month award." He knows all the children.

Mr. Z noted some of the strategies used to promote reading at the school. The school as a whole was challenged to read one million pages between September and June. Students who read 1000 pages picked a button from Mr. Z's special button jacket. Classes that read 10,000 pages received free pretzels or pencils or sets of stickers.

An excerpt from his February letter to parents written in both Spanish and English read:

To all parents of Case 5 School Students,

> *HURRAY! We read a million pages.*
> *Now, let's go for our second million by June!!*
> *Parents, it's up to you. We can make our second million and your child can become a better reader if you help.*
> *Read to your child every day. Every child at Case 5 school should read a book-a-day (or chapter-a-day for older students).*
> *Reading aloud to your child is important! Every page read to a child counts as much as each page the child reads by him/herself.*
> *We want every parent to come to school at least once for at least 20 minutes this year and either read to a child or listen to a child read ... Classes with the most Parents-Partners in Reading between March 1st and June 1st will win a pizza party (paid for by the Home and School Association).*

Mr. Z's background in reading/language arts and success in teaching low-achieving students in one of the categorically-funded programs influences his approach to school improvement. He said: "The only way children learn to read is through reading -- through frequent, positive interactions with a variety of meaningful texts. They learn to construct meaning. This developmental process is supported by systematic, explicit instruction in phonics/word attack skills. We increased the amount of time for reading instruction from one hour to 90 minutes, emphasizing literature-based instruction and thematic unit planning."

He indicated: "The additional resources allow us to give more individualized attention to kids and get to the point where teachers actually believe that every child can learn .... Although ESOL still operates as a pullout because it has a separate curriculum, I'm pushing them toward a literature-based approach.

"For the past two years we've been involved with the University of Pennsylvania literacy network in implementing the Pennsylvania Comprehensive Reading Plan (PCRP II). On-site staff development for which teachers receive three graduate level credits has been very successful in helping teachers learn how to implement literature-based instruction. This comes under our SWP intervention and school improvement planning. We also reduce class size and student-teacher ratio during reading/language arts instruction."

Schoolwide Project Intervention

At Case 5 School, the SWP intervention consisted of reducing the student-teacher ratio for instructional periods and emphasizing literature-based instruction and thematic unit planning. A variety of staff are used to accomplish this goal. SWP teachers and assistants team teach with regular teachers at least 90 minutes per day to reduce the student-teacher ratio during Language Arts periods. The math resource teacher and assistant team with three regular teachers to reduce the student-teacher ratio for math instruction for one hour each day. The PST teaches groups at least three periods per day. The assistant teacher and parent scholars work in two kindergarten classrooms.

There is an attempt to integrate ESOL (English for Speakers of Other Languages) instruction with regular classroom instruction. The ESOL teacher works in the regular classroom along with the teacher. Funds also are provided for a common planning period for ESOL and grade-level teachers. SWP funds also allow the school to have two bilingual School Community Coordinators and compensate teachers for before and after school planning time.

The SWP funds support staff development in whole language in the form of on-site graduate level course work provided by a local university. The emphasis is on the integration of subjects using thematic units. SWP funds have been used to purchase books for classrooms. A small room next to the principal's office holds 110 different titles, and procedures are in place for teachers to check these out for classroom use.

The school improvement plan used in conjunction with SWP indicates the activities to be implemented throughout the school year in reading, writing, science, math, social studies, school climate, and parent involvement, but the overarching goal is improving achievement in reading and writing. Each month, each teacher receives a School Improvement Calendar developed by the leadership team that lists critical instructional activities and staff development for the upcoming month. Every other month, teachers are asked to check off activities that were accomplished and circle those that weren't. This information is compiled and discussed at leadership team meetings and then at staff meetings.

Staff Perceptions

The PST indicated: "We are a large school and we have a lot of funds poured into us, but we're told this is how you have to spend it regardless of whether students need it or not."

Various teachers interviewed indicated the advantages of being an SWP: "Now, we're able to get more personnel ... every teacher now has an assistant every day." "We used to have classes ability grouped, and some classes were not Chapter 1 eligible but were still in need of additional help. I couldn't serve them." "Because of assistants and more small group instruction, teachers are beginning to share ideas." "SWP staff development funds allow grade groups to meet either before or after school." "More instruction materials. Able to get sets of literature books, expand classroom libraries; sets of titles for each classroom." "The EMRT functions as a teacher ... our opinions are valued ... more individualized help for students ... smaller groups, flexibility to do other things; more materials ...."

Other teachers expressed satisfaction in influencing decisions made in the school. "We are involved in decisions regarding materials." "Nice for teachers to feel they have a voice ... more cohesiveness in decision making." "We agreed to allow money for social studies -- the books were old." "Now there is more enthusiasm." "It (SWP) makes the building different."

Sources of Classroom Support

Ms. R has been at the school since 1977 and has taught second, third, fourth, and fifth grades. She is now a basic skills teacher and spends 90 minutes each day in two classrooms with two teachers. She meets once each week with teachers to develop a thematic unit. During the observation, the regular teacher was out. There was a substitute; however, the basic skills teacher continued with the thematic unit planned with 22 third graders.

Students had read Sylvester and the Magic Pebble and Ms. R went over the major parts of a book report. She wrote on the blackboard, "*Setting, Character, Main Idea, Details, Story Problem* ," eliciting comments from individual students on each area. Students actively participated in the discussion, bringing out details of the story. Children started the assignment in class; Ms. R and an aide circulated to see who was having problems, and Ms. R announced that the book report was to be completed as a homework assignment.

Students were then asked to take out their thematic activities. One little boy shared his, saying, "I'm doing math," and he displayed a graph he had plotted on a page. When asked: "Was it hard?" he said, "Naw, Ms. R explained ... and my partner and me worked on it together."

The page read:

Plot Profile: Sylvester and the Magic Pebble
On this chart plot the story's plot tensions as they occurred. Refer to the chart below.
(picture of a graph) Tension on Y axis, time on X
1. Collect rocks
2. Find extraordinary one
3. Rock is magic
4. Sets out for home
5. Meets lion...
When does the plot reach the highest level of tension? _____ *Why?*_____
What other incidents should be included on this chart? _____

Ms. R directed the class's attention to the board to the math word problem that some of the children found difficult. "The tree Sylvester is sitting under loses one leaf every two seconds. How many leaves will the tree lose in 14 seconds? Class, what do we have to do to find the answer?" Silence. Someone shouted, "Seven!" "That's right," said the teacher. "How did you get it? Divide 2 into 14."

The other activities in the teacher-made unit included additional writing. For example: "You have just been hired by People Magazine to design a magical item. Choose a partner (or work alone if you choose). Write a TV commercial or magazine advertisement to try and sell your item." A social studies and science activity included: "Define the word 'habitat' and, using an encyclopedia or dictionary, describe the natural habitats of the following animals: donkey ... eagle ...."

Other sources of classroom support available include an intergenerational literacy program at a local community center, and tutors funded from state competency testing programs.

Sources of Pupil Support and Recognition

In keeping with the principal's philosophy of emphasizing positive reinforcement of student behavior and achievement, a number of programs were developed to provide all students a good chance of being rewarded.

For example, "Bonus A's for quiet ways" are awarded when a class of students is orderly during lunch period or line movement, or when all students in a class pass a test, get perfect attendance or make exceptional progress. Bonus A's are accumulated and when the class gets 50, each child can select a soft pretzel or a pencil as a reward.

The principal also has "principal's pesos" -- specially designed play money that he or his administrative assistant can give out to any child caught being good. At the end of the day at dismissal, they deposit their pesos in a container and receive one piece of sugarless candy for each peso.

Case 5 School Champ is another activity to promote self-esteem. On a rotating basis, one class per day gets to select one student to serve as Champ for the day. Before the start of school the next day, this youngster is recognized for whatever he or she accomplished and receives a special button to wear, an official school pencil, and the Champ medallion for the day.

Other programs initiated by Mr. Z include rewards for excellent attendance, honor roll displays, family of the month, good deed bulletin board, morning announcement, school newspaper, rainy or snowy day award, parents are partners in reading, and read a million pages. Students receive buttons, pencils, certificates, stickers, and other tangible rewards. The daily announcement recognizes various classes and individual students as part of "great things going on at Case 5 School." On this particular day, the principal also includes a reading problem that urges students to use a *compare/contrast strategy* in reading. *When reading and you don't know a word, think of a word with the same spelling pattern (the*

vowel and what comes after) and rhyme them. Today's sentence: Mrs. Slack said you earned 50 bonus A's, so you get a treat.
Spelling pattern: eat
Rhyming word: eat

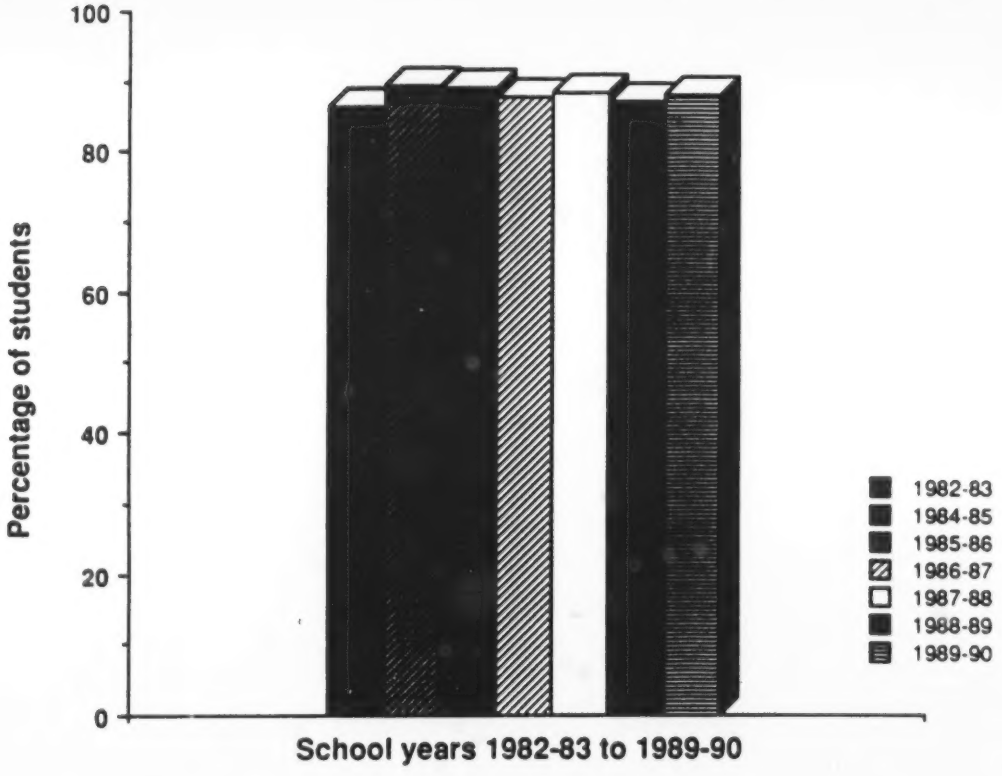
Student Outcomes

As shown in Case 5-Figure 1, attendance increased about three percentage points to 89% in 1988-89, the year the schoolwide project was initiated, and maintained this the next school year.

Case 5-Table 1 shows outcomes on reading achievement, which were only available after 1988. Improvements in outcomes for first, second, and third grades were apparent after 1988. Improvements in reading scale scores were also seen in fifth grade. As shown in the Case 5-Figure 2 graph of succeeding cohorts, each successive cohort shows steady improvements in outcomes.

In Case 5-Table 2, the reading and math NCE gains for Chapter 1 eligible students indicated substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 5 – Figure 1 Average Daily Attendance

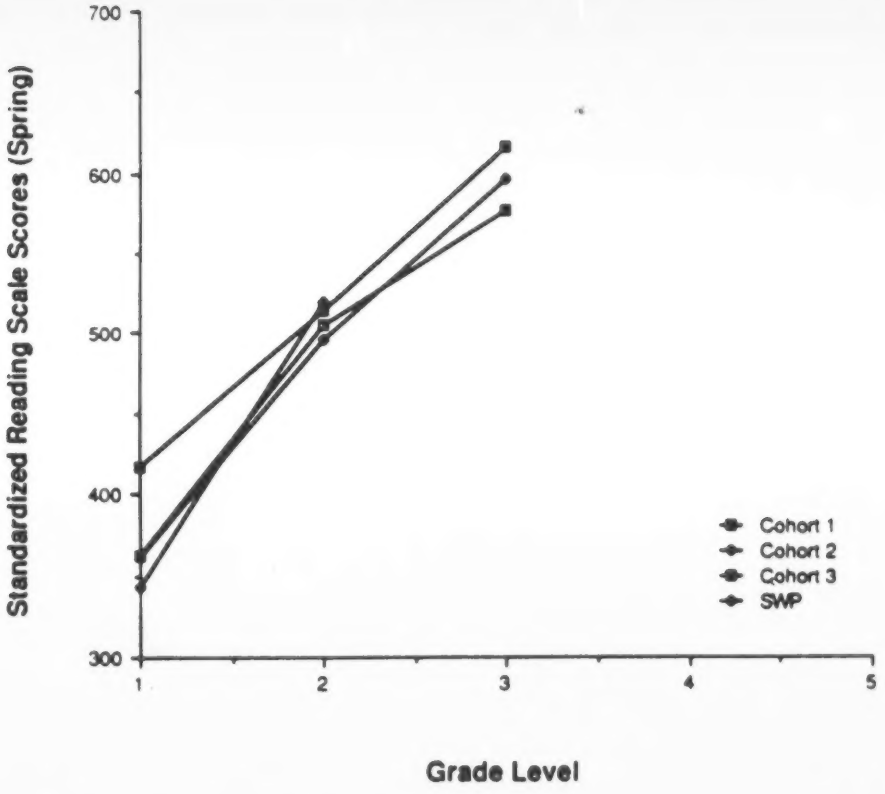


CASE 5 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st					363	(227)	343	(252)	367	(230)
2nd					479	(146)	506	(194)	520	(196)
3rd					556	(113)	553	(165)	577	(178)
4th					634	(61)	632	(87)	630	(12)
5th					662	(60)	694	(55)		

Case 5 - Figure 2 Cohorts of students in school (1986-1990)



CASE 5-TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	.76	4.27	3.25
Math	3.86	12.40	9.50

Case 6 School

Context

Case 6 School is a K-5 facility that has 11 regular classes, two Head Start classes, and three special education classes. Case 6 School averages a 65% turnover in its student population each year, with an average of 460 students assigned to the school at any given time. There is a small stable population of families who have remained in the neighborhood. The student attendance rate averages 92.5%, which is a significant improvement over the mid-1980s. Seventy-nine percent of the students receive free lunches, and 98% are of African-American heritage. During the previous school year, the school had the highest proportion of students from shelters of any school in the district.

Built on the side of a wooded hill and below the street it faces, Case 6 School looks small from the front. It would be an average sized suburban school, but Case 6 School's student count is small relative to the Philadelphia Public School District norm.

The physical facility is a typical post-World War II American elementary school. Typical of Philadelphia, the school has a space shortage. Three "temporary" classrooms in the playground area have been there for over 10 years. The outside of the building reflects modern urban struggles: graffiti is regularly sprayed on and irregularly removed, windows are broken and replaced. (The principal reported that when she first arrived the district sent a glass replacement man to the building, and he had to stay a month.) The fence around the school, parking lot, and playground is tall and in indifferent condition.

The building's interior is clean, reasonably bright, and often cheerful. On the wall outside the school office, a bulletin board displays academic and attendance awards, lists of students' birthdays, and other causes for celebration. It was installed by the principal's husband. Other halls are often graced with students' art, writing, math, and science projects. Occasionally the sounds of young children singing or of the new school orchestra practicing punctuate the otherwise quiet halls.

Case 6 School is located in a neighborhood that gives every outward indication of considerable affluence. Houses and yards are large and tend to be well kept. A large wooded park begins behind the school. The reality is more complex. The neighborhood composition is diverse in terms of SES and ethnicity. The big old homes are expensive to keep up, and many of the more affluent families have moved to the suburbs. Several of the largest houses in the neighborhood are now group homes for children who have had trouble with the court system, are emotionally disturbed, or have otherwise entered into the care of the state. The school serves few children of two parent families living in the immediate community.

Prior to the arrival of the current principal and the schoolwide project, Case 6 School did not enjoy a positive reputation in the immediate community or in the district. It was staffed with many involuntarily transferred teachers, student and staff absence rates were high, and test scores were among the lowest in the city.

Principal's Story

The principal, Ms. D, describes herself as having "been in the district my whole life. I've been here as a student, teacher, and now principal." Case 6 School is her first principalship.

Ms. D's description of her first day as principal could be an archetype for "turn around school" administrators. She came into her office and found old paperwork piled waist high in two corners. The secretary reported that the former principal, who had

just retired, never evolved a filing system. Ms. D moved some of the papers and a cockroach scurried out. At that point she located several large, wheeled, gray-plastic trash bins and a shovel, and cleaned her office.

Ms. D surveyed the building and found that many of the facilities were in such poor repair that they would not pass health and safety codes. After several extended conversations with her regional superintendent and the district director of physical facilities, district personnel arrived at the building and began the first of many building upgrade efforts. Currently, the building is in acceptable physical repair.

Ms. D found that her ideas about a good school and of an acceptable day's work both varied considerably from those of several of the employees at the school. In her first days in the building, she made clear, union-contract based job assignments to all of the professional and other staff members. These were often followed shortly by extended discussions of the distances between district- and school-mandated position-related tasks and various perceptions of the realities of people's work days. The eventual outcomes of Ms. D's insistence that staff members perform the tasks in their written job descriptions were that during the first 18 months of her tenure:

1. the secretary retired,
2. the head custodian, who appeared to be facilitating all custodians' padding of their time cards, moved to another school,
3. the "non-teaching assistant" moved on,
4-6. the three Head Start teachers, who appeared to be padding their roles, transferred or retired,
7. an apparently unstable teacher who, among other things, had thrown a flower pot at a student, was transferred,
8. the head of the cafeteria, who had been repeatedly "written up" for non-performance of duties, retired the day of her firing-hearing, and
9-12. four additional teachers transferred.

The personnel-related stress of the first two years placed incredible demands on Ms. D, but she feels the rewards have been numerous. Observers walking the halls rarely pass classes with high off-task rates. Staff absences are low. Highly competent, experienced teachers now call Ms. D and ask to be considered should any openings occur at Case 6 School. Current staff show a high level of enthusiasm when a new challenge is presented. Teachers with a "can-do" attitude make joyful professional colleagues.

Ms. D's changes do not confirm that being rigidly tough is a virtue, or that transferring staff is an inherently valuable step. Rather, it is that if a school, or corporation, is to have a unifying mission and vision, it has to be one that is shared by all staff. Staff who chose to remain in education (or any other profession) but do not share an urgency about all children learning through all staff working together, are ill-matched to Case 6 School. They would probably be ill-matched to most restructuring corporations and to most "effective" schools. Very few of them now work at Case 6 School, a fact which greatly facilitates efforts at program enhancement.

Ms. D currently supports new projects at Case 6 School that are direct results of district-led schoolwide project interventions. Examples include training in the "Effective Instruction" model and staff development efforts in "assertive discipline." Other projects are clearly the result of Ms. D's individual effort -- the Unified Language Arts and "whole language" focus have resulted from her actions. Other projects are a combination of opportunities created by the district, the principal serving as a catalyst, and staff "making things happen."

Schoolwide Project Intervention

The focus of Case 6 School's schoolwide project is improved reading, and the chosen instructional model is the district's Effective Instruction program, which is based on Madeline Hunter's Instructional Theory into

Practice (ITIP) program. The program's "Seven Steps to Success" are:

1. Gain attention of the learners/motivate
2. Review relevant past learnings
3. Communicate the goal of the lesson
4. Present new materials
5. Provide guided practice
6. Provide independent practice (check)
7. Close the lesson.

Case 6 School uses the seven steps as a beginning point, not as an end-goal. The school has had repeated workshops on Bloom's taxonomy, on thinking skills, on peer-coaching, Assertive Discipline, and no-cost rewards for students. The principal distributes articles like Susan Rosenholtz and Susan Kyle's (1984) "Teacher isolation: Barrier to professionalism."

Staff decided that SWP resources should be used to fund part-time classroom assistants, a PST and an EMRT, and to purchase literature anthologies, tape recorders and journals for each room. In addition teachers received compensation for an after-school homework club for children.

Much of the staff-development is achieved as a direct result of district support for the schoolwide projects. In addition to the effective instruction program, the district has provided extensive training in general principles of school effectiveness. Information relating to Edmonds' "five factors of effective schools" is in evidence throughout the building, and Case 6 School has a very active School Climate Committee.

Other special programs at Case 6 School include two full-day kindergartens, a transitional first grade, violin instruction focused on kindergarten through second grade, senior citizen intergenerational tutoring, fifteen Temple University student-helpers (once per week each), a staff Adopt-A-Student program, an after-school tutoring and enrichment program, TELLS remediation (two teacher days per week), the publication of a student "literary magazine," dramatization, production of video programs for children by children, a "Peopling of Philadelphia" program (to provide racially isolated fifth graders the opportunity to interact with fifth graders of other races while taking trips together and hosting visits at their home schools), classroom "authors' teas" at which students read books they've written to their parents, and an after-school homework club four afternoons per week. In addition, parent workshops are held monthly, and the school has arranged free counseling services for parents through the local community mental health center.

Staff Perceptions

The staff interviewed by the research team were strongly supportive of the schoolwide project. Several teachers expressed "appreciation" for the freedom associated with schoolwide projects. They liked "smaller class sizes and the reduced numbers of pull-outs."

The teachers liked the site-based decision making regarding the allocation of resources. They frequently expressed considerable ownership of their school and its programs. For example, several of the teachers mentioned that these students were among the first to wear uniforms. Parents made the decision and about 85% of students are wearing them.

The teachers expressed admiration for the steps their principal had taken to improve the school. Some spoke positively about the staff development associated with schoolwide projects, and about having additional materials.

Sources of Classroom Support

The schoolwide project has provided several forms of classroom support, including reduced class size, reduced pull-outs, extensive staff development, and the spending of several thousand dollars per year on the development of classroom libraries. Flexible scheduling typically allows three adults to work with the children in each reading classroom.

Results of these unusual levels and types of support are shown in instructional audits of

Case 6 School's reading and math programs conducted by Pennsylvania Department of Education Division of Federal Programs. Looking at 14 areas of Chapter 1 effectiveness (e.g., student attendance and engagement, classroom management, student success, teacher expectations, school climate), the state team gave Case 6 School extremely high marks in both reading and math programming (8.07 and 7.57 respectively on nine point scales).

Sources of Student Support and Recognition

The school has a plethora of student award programs. Outside the office are posted recognitions for perfect attendance, good grades, and exceptional academic progress. The school gives out monthly attendance awards; adults hand out "Case 6 School dollars" to students who are "caught" being good. For perfect attendance, students receive Case 6 School dollars. At the end of the month, the class accumulating the most gets an ice cream party.

In addition, certificates are given to students for excellent reading and math achievement, buttons are awarded for 1st and 2nd honors each report period, and special lunches (provided by McDonald's) are provided to classes with the best lunchroom behaviors. In addition there is a student government, a student literary magazine, and violin lessons (with violins supplied by a city philanthropic organization).

The "Unified Language Arts" Program provides all students with opportunities to integrate reading, writing and communication skills in an active creative way using multiple media. This program, which the principal fought to bring to the school, was available only in desegregated sites. The program is run by two highly skilled professional teachers -- an art and a language arts teacher. The classroom resembles a modern day TV studio where students read and write scripts, use video and audio equipment, and perform in front of the camera and their peers in a highly professional manner. Students produce their own plays and videos with the assistance of teachers.

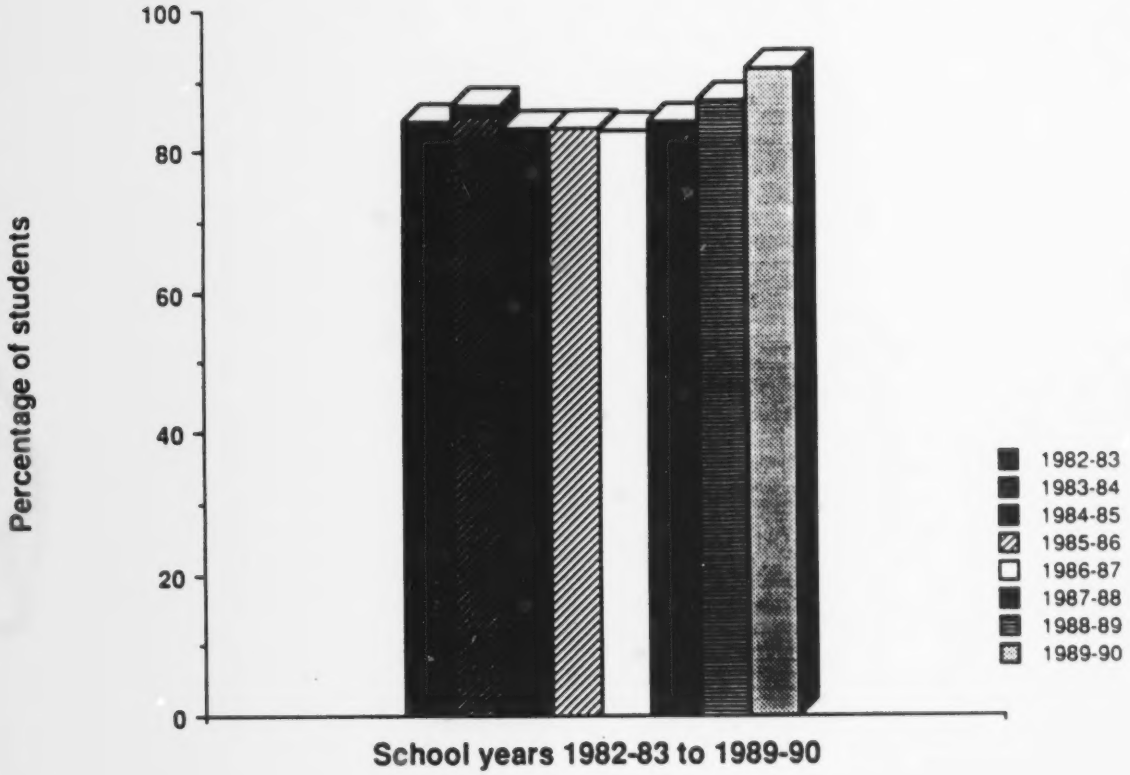
Student Outcomes

As shown in Case 6-Figure 1, attendance increased about three percentage points to 89% in 1988-89, the year the schoolwide project was initiated, and maintained this the next school year.

Case 6-Table 1 shows that student outcomes improved steadily since 1986. The first grade reading scale scores increased by 43 points, second grade by 110, third grade by 44, and fourth grade by 26 points. Scores at fifth grade remained stable over time. As shown in the Case 6-Figure 2 graph of succeeding cohorts, Cohorts 2 and 3 perform at higher levels than students in the earlier cohort or in the sample of schoolwide projects. *This might be an indicator of effectiveness of the schoolwide project at meeting its objectives.*

In Case 6-Table 2, the reading and math NCE gains for Chapter 1 eligible students indicated substantial improvement in both reading and math between 1987-88 and 1989-90.

Case 6 – Figure 1 Average Daily Attendance

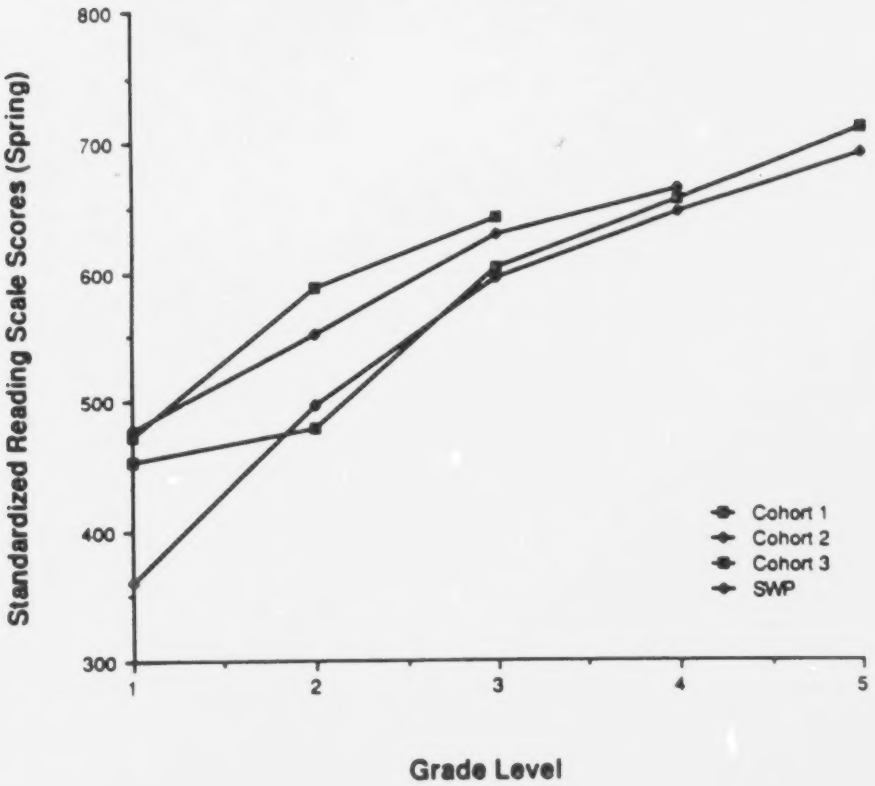


CASE 6 - TABLE 1

READING SCALE SCORES (SPRING) 1986 - 1990
(all students)

Grade	1986 Scale Score	N	1987 Scale Score	N	1988 Scale Score	N	1989 Scale Score	N	1990 Scale Score	N
1st	453	(65)	478	(60)	472	(47)	521	(63)	496	(44)
2nd	481	(58)	479	(65)	553	(52)	589	(45)	591	(60)
3rd	600	(51)	593	(42)	604	(46)	630	(54)	644	(52)
4th	651	(41)	646	(48)	679	(40)	658	(45)	677	(52)
5th	712	(10)	707	(30)	704	(41)	708	(46)	714	(27)

Case 6 - Figure 2 Cohorts of students in school (1986-1990)



CASE 6-TABLE 2

READING AND MATH NCE GAIN FOR CHAPTER 1 ELIGIBLE STUDENTS
(spring to spring testing)

	1987-88	1988-89	1989-90
Reading	-.34	6.25	10.21
Math	2.65	12.28	15.37

Conclusions

Although there has been a considerable amount of knowledge generated concerning the correlates of effective schools for disadvantaged students in urban settings (Edmonds 1979, Purkey & Smith 1983, Venezky & Winfield 1989) and mechanisms of school improvement and change (Fullan 1982, 1991), few examples of sustained and systematic efforts have been made to apply this knowledge on a system-wide basis. The implementation of schoolwide projects in Philadelphia reflects one such effort.

The schools included in the effort and those described here continue to be plagued with problems characteristic of urban schools -- budget cuts, declining enrollments, overcrowding, teacher vacancies, and students from extremely impoverished environments -- yet they are working to change the nature of teaching and learning in these settings.

The district framework and support for SWP is critical in providing guidance to principals and teachers in the schools, yet allows flexibility in designing and adapting local solutions in delivering services to Chapter 1 eligible students. The restructuring and redefining of traditional Chapter 1 services and personnel -- from the district to the classroom level -- provide much needed direct classroom support. Further, the emphasis on the coordination and integration of programs is a considerable improvement over the fragmented experiences typically provided to students in Chapter 1 programs. The personnel in the redefined roles (for example, the PST, IST, and EMRT) directly affect the level of implementation and change from traditional practices in Chapter 1 to a whole-school, classroom-supportive model.

However, many of these schools still have tremendous needs for more of this direct type of on-site, systematic, on-going technical assistance, more intensive professional development in collaborative teaching and subject-matter instruction, and more proven high-quality educational interventions for students experiencing academic difficulties. This suggests that in order to initiate and maintain success in the implementation of schoolwide projects, school districts will have to invest heavily in human resources and staff development at all levels.

Not only must specific structures and mechanisms of the type described here be in place but also sufficient resources to maintain the level of staffing for a specified period. Schoolwide projects in the earliest phases of implementation -- the first two to three years -- are innovations, and should receive "demonstration" or "protected" status until the schoolwide instructional program is institutionalized.

Finally, as in the cases described here, leadership at all levels must be focused and committed to the ultimate goal of SWP -- improving student learning. Thus, major policy and practice decisions must be made not to satisfy existing conditions nor to appease "turf" battles between various programs, but to assure impact on students and teachers in classrooms. Deliberate strategies -- such as those described here to provide instructional frameworks, share decision making, and provide rewards for staff who are committed to the improvement efforts -- must be undertaken to change the negative belief systems regarding student learning which historically have permeated urban schools and districts.

SCHOOL DISTRICT OF PHILADELPHIA
COMMITMENT TO INSTRUCTION

- Standardized Curriculm
- Promotion Policy
- Standardized Testing
- Commitment to Schoolwide Project Schools

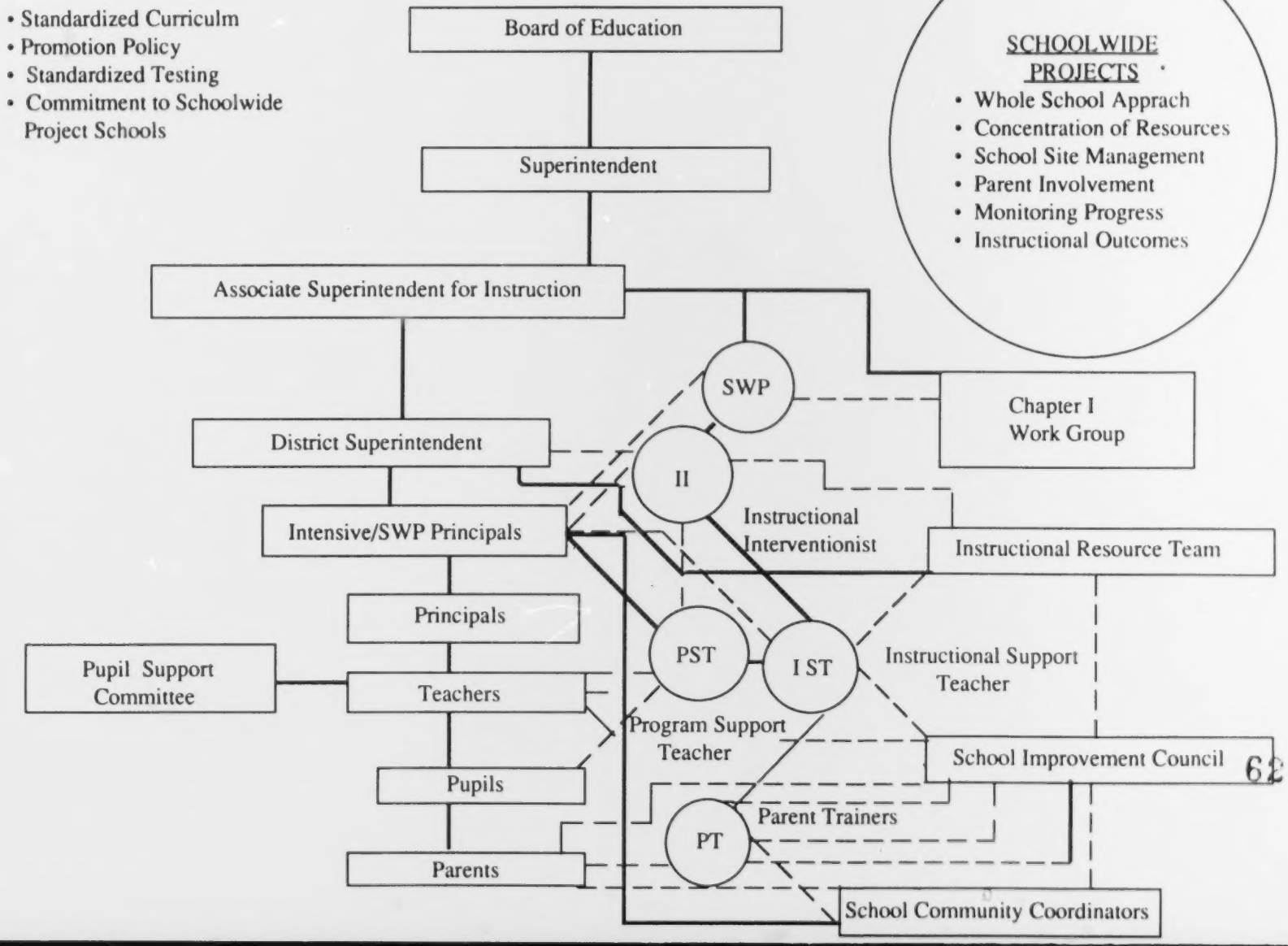


Table I

Characteristics of Sample Schoolwide Projects 1988-89

YEAR OF IMPACT	SCHOOL	GRADE	ENROLLMENT			RACIAL COMPOSITION		PERCENT OF STUDENTS RETAINED								% ESOL Bln.	Average Daily Attendance	% From Low Income	% With-Drawals	% of Staff Catagorically Funded
			Sped	Reg	Tutor	Students	Teaching Staff	GRADE												
								1	2	3	4	5	6	7	8					
1st Year	Belmont	K-5	103	477	580	99% B	68%B	37	33	31	26	5	23	-	-	-	88.5	90.3	5	12
1st Year	Locke	K-5	56	437	493	100% B	50%	51	45	36	27	17	10	-	-	-	85.5	91.6	7	19
2nd Year	Wilson	K-5	37	301	338	89% B 11% A	60%	33	28	25	21	17	-	-	-	-	87.7	86.0	6	29
*	Reynolds	K-6	52	664	722	100% B	68%B	49	28	19	7	7	5	-	-	-	85.7	92.0	5	14
2nd Year	Washington	K-8	91	283	374	81% B 3% A 4% B 12% W	32% B	2	15	28	-	6	-	21	7	-	87.8	89.8	3	11
*	William Dick	K-6	35	525	560	100% B	81% B 2% H	36	31	17	34	8	3	-	-	-	86.7	96.8	2	18
2nd Year	Duckrey	K-6	63	672	735	99% B	56% B	29	10	14	18	11	4	-	-	-	85.8	90.1	5	16
2nd Year	Cramp	K-5	37	839	876	7% B 1% A 71% H 20%W	34% B 2% H	54	52	33	29	32	25	-	-	13	88.4	80.6	11	14
*	Kearney	K-5	38	401	439	90% B 9% A	44% B	34	23	21	25	17	11	-	-	-	85.9	90.5	3%	16
2nd Year	McClure	K-4	55	1036	1093	38% B 1% A 58% H 3% W	36% B 2% A 13%H	31	20	24	10	-	-	-	-	15	86.2	83.2	7%	12
1st Year	Kursey	K-6	110	471	581	49% B	56% B	28	29	17	15	18	16	-	-	-	88.1	79.2	3	11
1st Year	Steame	K-5	46	414	460	51% B 2% A 18% H 30%W	38% B	24	24	20	17	4	10	-	-	7	88.5	84.0	8	7
2nd Year	Lungelbach	K-5		64	383	92% B 5% W 3% H	65% B	33	18	26	19	6	-	-	-	-	84.5	81.5	9	14

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TABLE 2 - FREQUENCIES OF STRATEGIES USED IN 61 SWP SITES	
READING	
Reduced instructional group size to 10 or less through regrouping using SWP personnel	65%
One to one tutoring	Less than 1%
REDUCED CLASS SIZE	
Grade 1	23%
Grade 2	1%
Grade 3	Less than 1%
Grade 4	Less than 1%
Kindergarten Teacher	Less than 1%
Reading resource/lab, CAI, Prescription Learning	11%
Whole language lab	Less than 1%
Team teaching	.15%
Unified language aides	Less than 1%
Pull Out	Less than 1%
Benchmark	Less than 1%
MATH	
Regrouping to provide small group instruction	50%
Computer assisted instruction	26%
Team or Co-Teaching	15%

Table 3: Classroom Strategies within Instructional Frameworks

"Effective Instruction Model"

Explicitly state or write goals prior to instruction
Use multiple media (charts, videos) to convey information
Present lesson in small quick steps
Model task that students are to complete
Provide opportunity for guided practice
Provide opportunity for independent practice
Provide immediate feedback
Reevaluate and regroup students according to needs
Reteach concepts
Conduct follow-up activities
Provide provision for active participation

"Teaching for Thinking"

Students are provided opportunities to work in pairs or small groups
Students are encouraged to help each other pose, analyze, and solve problems
Students are encouraged to reflect on their own thinking
Encourage response to open ended questions
Probe "I don't know" answers and give students clues/cues to correct inappropriate responses
Provide opportunities for students to create and ask their own questions
Students feel responsible and take ownership for their decisions, behaviors and learning
Teacher withholds correct response to encourage more thinking
Teacher actively involves all students in discussion and in responding to questions, not just those who volunteer
Teacher discusses, encourages, and provides opportunities for transfer
Teacher solicits "proof of evidence" from students to back up their correct answers

"Creating Success"

Demonstrate high expectations, attitudes and behavior
Provide incentive for attending school
Provide rewards and recognition for student accomplishment
Visibly display children's work
Use cooperative learning techniques in class
Monitor homework
Use cooperative learning methods and media to present materials to provide for multiple learning styles
Provide constant opportunities to encourage active student participation
Frequently check for student understanding
Meet with nurse, RELA, EMRT, or other personnel regarding individual student problems

"Integrating Basic Skills in the Content Areas"

Plan for integrated lessons using curriculum webs
Encourage the use of learning logs
Use mapping techniques
Use reading selections in science, social studies or mathematics
Use instructional materials that integrate one or more content areas; e.g., spelling in the content areas
Encourage writing in one or more subject areas
Provide opportunity for inference
Use thematic units

Table 4 - SCHOOLWIDE PROJECT STRATEGIES EMPLOYED IN READING AND MATH

School Case #	Chapter I Funded Position	Subject	Grades Served	Session Weeks	Length Session	Location	Staff Pupil Ratio	Methods
1	Program Support Teacher	Reading, Language Arts and Math	1-3	10	45 min	In Class	1:15	Directed Reading, Lang. Arts, Math Lsns.
	EMRT	Math	4-5	14	45 min	In Class	1:15	Directed Math Lesson
			K-5	5	45 min	In Class	1:10	Additional Inst. for At-Risk
			2-5	4	30	Computer Lab	1:10	Comp. Asst. Inst.
	Classroom Teacher	All Subjects	1	30	45 min	In Class	1:25	Basic Inst. in All Subjects
2	Reading Skils Center Teacher	Reading	Inter-mediate	4	1½ hr	In Class	1:7	Directed Reading
				3	1½ hr	Computer Lab		
	PST	Reading	Primary	5	60 min	In Class	1:10	Basic Reading Inst.
	EMRT	Math	All	Varies	45 min	In Class	1:10 or whole class	Directed Math Lesson
3	PST	Read Math	1 & 4	10	1 hr	In Class	1:10	Basic Reading Inst.
	EMRT	Math	3-5	15	1 hr	In Class, Computer Lab	1:10	Team Teaching
3	2 Basic Skills Teachers	Read Math	1-5	25	1 hr	In Class	1:15	
4	Program Support	Reading	1	10	45 min	In Class	1:10	Co-Teach Basic Reading Inst.

Table 4 - SCHOOLWIDE PROJECT STRATEGIES EMPLOYED IN READING AND MATH

School Case #	Chapter I Funded Position	Subject	Grades Served	Session Weeks	Length Session	Location	Staff Pupil Ratio	Methods
	Math Resource	Math	3-5	15	45 min	Pull Out	1:10	Basic Math Inst.
			2	4	45 min		1:7	Computer Assisted Inst.
	Reduced Class Size Teacher	All Subjects	5	5	5½ hr	In Class	1:20	Basic Inst. in All Subjects
	Reduced Class Size Teacher	All Subjects	4	5	5½ hr	In Class	1:20	Basic Inst. All Subjects
5	(3) Basic Skills	Reading, Writing	1-5	20 ea.	45 min	In Class	1:15 (1:10 with asst.)	Reading, Writing Inst. through Literature
	(1) Math Resource Teacher	Math	1-4	20	45 min	In Math Resource Room	1:10	Basic Math Supplemental
			1-4	10	45 min	In Class	1:15	Co-Teach Planning
	PST	Reading	1	5	90 min	In Class	1:15	Basic Reading Writing Inst.
			K-5	10	90 min	In Class		Demo Lessons Monitoring
5	ESOL (.6) Teacher		1-5	30	45 min	ESOL Rm or In Class	1:8	Direct Work with Students or Co-Teach
	(2) Bilingual School Community Coordinator		K-5			Home and School		
	Prescription Lab Reading and Math Staff Dev.	Reading and Math	2-5			Lab		Computer Assisted Instruction

Table 4 - SCHOOLWIDE PROJECT STRATEGIES EMPLOYED IN READING AND MATH								
School Case #	Chapter I Funded Position	Subject	Grades Served	Session Weeks	Length Session	Location	Staff Pupil Ratio	Methods
6	PST	Read Math	3-5	1	45 min	In Class	1:15	
	EMRT	Math	K-2	1	45 min	In Class	1:15	
7	Reduced Class Size	All	1	5	Self-Contained	In Class	1:15	Intensive Remediation
	Program Support	Reading and Math	K-5	15	45 min	In Class	1:13	Direct Class Inst. in Reading and/or Math
	Math Elementary Resource Teacher	Math	K-5	12	45 min	In Class	1:10	Basic Math Inst. to Lowest Achieving Groups
				6	45 min	Computer Lab	1:13	
				6	45 min	In Class	1:13	Co-Teaching
7	Reading Resource Teacher	Reading	1-3	10	45 min	In Class	1:8	Directed Reading Activity to Lowest Achieving Groups
8	PST		1-3	5	1 hr	Pull Out or In Class	1:10	Reading English Lang. Arts
	Math Resource Teacher	Math	1-5	5	45 min	In Class	1:10	Co-Teach
9	PST	Reading Math	Inter-mediate	5	45 min	In Class	1:10	Basic Reading Inst.
10	Reduced Class Size Teacher		1	5	5½ hr	Self-Contained	1:22	Provide Basic Inst.

Table 4 - SCHOOLWIDE PROJECT STRATEGIES EMPLOYED IN READING AND MATH								
School Case #	Chapter I Funded Position	Subject	Grades Served	Session Weeks	Length Session	Location	Staff Pupil Ratio	Methods
	Reduced Class Size Teacher		3	5	5½ hr	Self-Conatined	1:22	Provide Basic Inst.
	Program Support Teacher		2 and 4	5	45 min	In Class	1:10	Basic XXX Inst.
	ESOL Teacher		1-4	30	135 min for Beg. 40 min for Intermed. 45 min for Advanced	Pull Out	1:15	
	Math Resource	Math	1-4	20	45 min	In Class or Math Center	1:8	
11	PST	Read Math	1 & 2	10	45 min	In Class	1:10	Basic reading (English, Language Arts Inst.)
	EMRT	Math	2-4	5	90 min	In Class, Math Lab	1:10	Math
	Lang. Arts Sup.		1-4	Vary	45 min	In Class, Computer Lab	1:10	
	2 Reduced Class Size Teachers	All	Cross Grade	Self-Contained		In Class includes 2 paraprof.	1:5	
12	PST	Read Math	1 & 2	10	1 hr	In Class	1:8	Basic Reading Co-Teach
	EMRT	Math	1-5	Varies	1 hr	In Class	1:8	Math Inst.
13	PST	Reading	1,2,3	10	45 min	In Class	1:10	Basic Math Inst.

Table 4 - SCHOOLWIDE PROJECT STRATEGIES EMPLOYED IN READING AND MATH								
School Case #	Chapter I Funded Position	Subject	Grades Served	Session Weeks	Length Session	Location	Staff Pupil Ratio	Methods
	SWP Reading Teacher	Reading	1	5	2½ hr	Pull Out	1:18	Reading Inst. for Students Below Grade Level
	Reduced Class Size	All	2		Self-Contained		1:22	

KEY

PST = Program Support Teacher
EMRT = Elementary Math Resource Teacher

NOTE:

This table provides information on 13 SWP schools; the first six are the case-study schools cited in this report.